QUEENS UNIVERSITY OF CHARLOTTE

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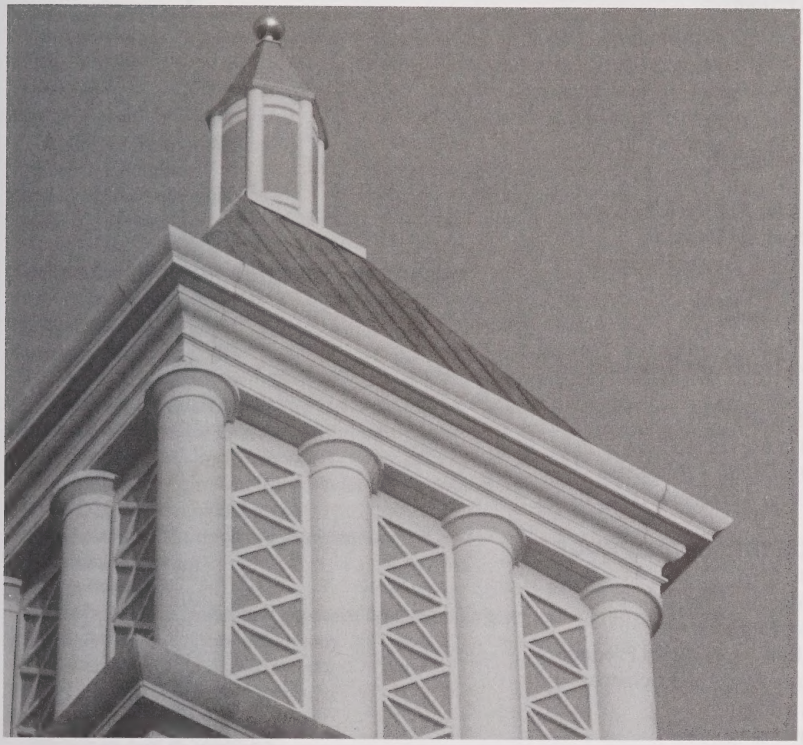
Queens University of Charlotte

Undergraduate and Graduate 2008-2009 Catalog



Queens University of Charlotte is committed to the principles and practices of diversity throughout the University community. Women, members of minority groups and individuals with disabilities are encouraged to apply for admission. Queens does not discriminate on the basis of race, color, creed, gender, age, sexual orientation, national and ethnic origin or disability status in the administration of its educational and admissions policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

This catalog was prepared and published by the Office of Academic Affairs in May 2008.
Its purpose is to provide a comprehensive, accurate and useful catalog which fully describes the academic programs, policies, regulations and requirements of the University. The publisher has attempted to present information that, at the time of preparation for printing, most accurately describes the course offerings, faculty listings, policies, procedures, regulations and requirements of the University. However, it does not establish contractual relations. The University reserves the right to alter or change any statement contained herein without prior notice, and while the publisher has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical or printing errors or errors occasioned by mistakes.

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THE FACULTY
APPENDICES

The University

To Communicate with the University's Offices

Switchboard: 704 337-2200 or 800 849-0202
Address: 1900 Selwyn Avenue
Charlotte, NC 28274 - 0001
Email: admissions@queens.edu
Web Site: www.queens.edu

To schedule appointments and address inquiries please use the following list. If you need an individual's telephone number please call the University number above and an operator will be happy to connect you.

704 337-2324	Academic Affairs
704 337-2212	Admission-Undergraduate
704 337-2313	Admission-Graduate
704 337-2314	Admission-Hayworth College
704 337-2276	Admission-ASN Program
704 337-2256	Alumni Services
704 337-2509	Athletics
704 337-2306	Campus Police
704 337-2372	Campus Services
704 337-2351	Center for Entrepreneurship
704 337-2577	Center for Ethics and Religion
704 337-2537	Center for Lifelong Learning
704 337-2544	Center for Academic Success
704 337-2291	Chaplain
704 337-2227	Dean of Students
704 337-2508	Disability Services
704 337-7117	Everett Library
704 337-2248	Executive MBA Program
704 337-2560	Facilities Rentals
704 337-2225	Financial Aid
704 337-2253	Hayworth College
704 337-2220	Health & Wellness Center
704 337-2385	Human Resources
704 337-2323	Information Technology Services
704 337-2337	Internship & Career Programs
704 337-2533	John Belk International Program
704 337-2262	Media Services
704 336-2499	MFA Program
704 337-2320	Multicultural Affairs
704 337-2429	NC Teaching Fellows Program
704 337-2216	President
704 337-2428	Professional Golf Management
704 337-2242	Registrar
704 337-2293	Residence Life
704 337-2311	Service Center (mail)
704 337-2809	Sports Information
704 337-2263	Student Activities
704 337-2225	Student Financial Services
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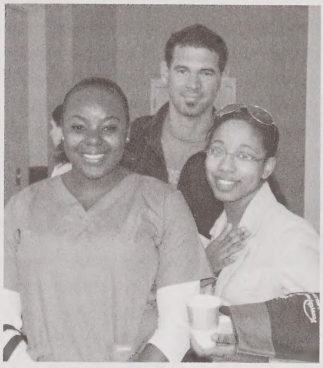
704 337-2463	College of Arts & Sciences
704 337-2525	McColl School of Business
704 337-2276	Presbyterian School of Nursing
704 337-2580	The School of Education
704 337-2200	The School of Communication

Queens University of Charlotte



Queens University of Charlotte is a student-centered, comprehensive, private University affiliated with the Presbyterian Church (U.S.A.). With a foundation in the liberal arts and a commitment to excellence in education, the University serves the needs of a diverse coeducational student body with a variety of undergraduate and graduate programs and learning experiences offered by the College of Arts & Sciences, McColl School of Business, Presbyterian School of Nursing, School of Education and School of Communication.

In addition to the traditional undergraduate degree program, Queens offers the baccalaureate degree to working adults through the Hayworth College program offering evening, weekend and online classes.

In all of its programs, Queens emphasizes active and collaborative learning, meaningful student-teacher relationships, a creative synthesis of the liberal arts with the world of work, and the value, indeed the necessity, of lifelong learning.

Vision

To be recognized as a leading comprehensive University in the Southeast, distinguished by our commitment to transforming the lives of its students, and enhancing the intellectual and cultural fabric of its community.

Mission

To provide educational experiences that transform students' lives and foster personal and professional success.

Values

To fulfill its mission and its vision, Queens University of Charlotte acts upon the following values.

Focus on Students

We value the factors which foster student success: an intimate learning environment, excellence in teaching, intellectual curiosity and an education grounded in the liberal arts tradition which develops critical thinking, creativity, communication, commitment to ethical behavior and responsible citizenship, and which serves as a foundation for successful and fulfilling lives.

Integrity and Respect

We value a sense of caring and community, seek to promote diversity and respect for all people and recognize the importance of personal integrity and ethical action.

Stewardship

We value and are committed to those who learn and work at Queens, and we are proud of our University. We will responsibly manage our heritage, our resources and our reputation in the community to ensure that we remain a source of pride for our students, faculty, staff, donors and alumni.

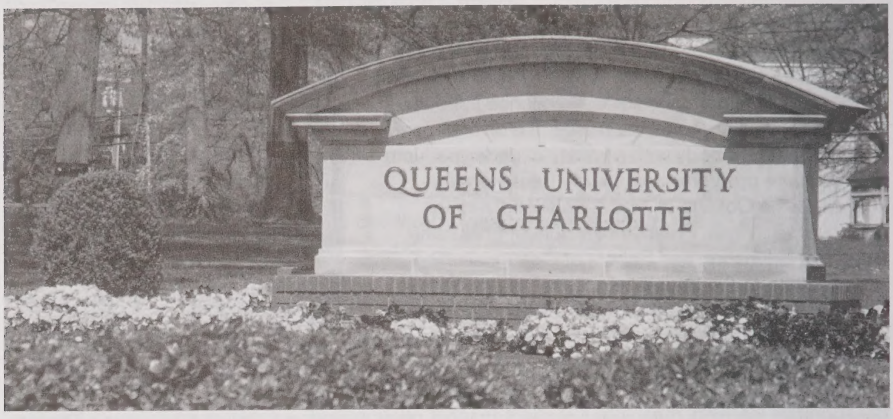
Creativity and Innovation

We value creative and innovative thinking and acting, both in the classroom and in advancing Queens toward its vision as a leading comprehensive University and a community asset.

Service

We value responsibility and service to the society at large, in keeping with our Presbyterian connection and as expressed in our motto, "Not to be served, but to serve."

Accreditations



Queens University of Charlotte is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelors and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404 679-4500 for questions about the accreditation of Queens University of Charlotte.

The University's programs in music are accredited by the National Association of Schools of Music and approved by the American Music Therapy Association.

National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction have fully accredited the education programs.

The Bachelor of Science in Nursing program and the Master of Science in Nursing program are accredited by the Commission on Collegiate Nursing Education (CCNE). For further information about the accreditation of the program, please contact the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington DC 20036-1120, phone 202 877-6791.

Associates of Science in Nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC). For further information about the accreditation of the program, please contact the National League for Nursing Accrediting Commission, 61 Broadway, 33rd Floor, New York, NY, 10006; phone 212 363-5555.

The business programs of Queens University of Charlotte are accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and by AACSB International - The Association to Advance Collegiate Schools of Business.

Queens is also approved for veteran education.

Colleges and Schools of the University

Associate, baccalaureate and masters degrees are offered by the College of Arts & Sciences, the McColl School of Business, the Presbyterian School of Nursing, the School of Education and the School of Communication.

The College of Arts and Sciences
The College of Arts & Sciences educates students in the tradition of the liberal arts to prepare them for noble lives, productive careers and responsibly active citizenship in an increasingly diverse, technological and global society.

The College of Arts & Sciences is composed of thirteen departments offering 27 undergraduate majors as well as the Core Program in the Liberal Arts, the John Belk International Program, internships and career programs and foundational education for all associate and baccalaureate degree programs.

The College of Arts & Sciences offers the Master of Fine Arts in Creative Writing, a unique low-residency graduate program.

The McColl School of Business
The McColl School of Business educates students to become successful business and professional leaders who are competent, understand the importance of character and are committed to their communities. It prepares individuals for careers by providing high quality, innovative undergraduate and graduate business education, and offers a comprehensive set of educational programs and enrichment opportunities which serve as important educational resources for the Charlotte region and beyond.

The McColl School of Business provides students the opportunity to develop business and management abilities. Those who take advantage of this opportunity are preparing for responsible positions of leadership in the world of commerce and practical affairs. The McColl School of Business offers the undergraduate major in business administration with concentrations available in marketing and finance.

The McColl School of Business offers two distinct programs leading to the Master of Business Administration (MBA) degree: the Professional MBA program and the Executive MBA program. The Master of Science in Organization Development (MS) is also offered by the McColl School of Business.

The Presbyterian School of Nursing
The Presbyterian School of Nursing at Queens prepares nurses to meet the healthcare needs of diverse communities and to provide leadership to the profession. The School of Nursing creates a dynamic learning environment that provides options for seamless progression in nursing education and serves as a community resource.

Each year The Presbyterian School of Nursing at Queens University of Charlotte produces the largest number of new registered nurses from a private institution in North Carolina. The school offers a variety of options for nursing education including the Associate of Science in Nursing (ASN) degree; the Bachelor of Science in Nursing (BSN) degree; the RN-to-BSN degree completion program; and the Master's of Science in Nursing (MSN) with concentrations in administration, education, faith community nursing and clinical nurse leadership.

Nursing has a rich history at Queens. Beginning in 1936 Queens offered the graduates of the Presbyterian Hospital School of Nursing a bachelor's degree completion program. In 1979 Queens established the BSN program, which achieved national accreditation and graduated its first class in 1984. In 2004 Queens acquired the historical two-year program from Presbyterian Hospital and created the Presbyterian School of Nursing to house all nursing degree programs at Queens.

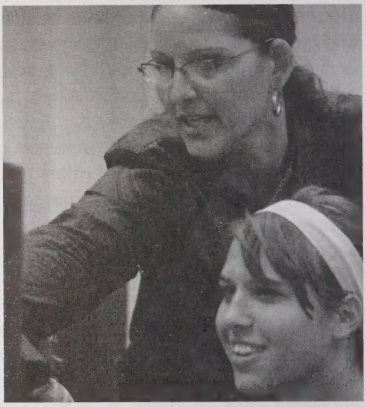
The School of Education
The School of Education prepares culturally responsive educators who are leaders, experts in their fields and facilitators of learning for all students in a "community of respect." The School of Education offers the major in elementary education, the Master of Arts in Teaching in elementary education, the Master of Education in Literacy (K-12) and programs leading to teacher licensure both within a baccalaureate program, and for post-baccalaureate students.

One of the School's most notable undergraduate elements is the North Carolina Teaching Fellows Program, dedicated to recruiting talented high school graduates into the teaching profession and helping them develop the leadership qualities needed to succeed in the profession.

The School of Communication

2008-2009 is the inaugural year of the School of Communication, which provides students with the ability to analyze and understand audiences, situations, and sources and to develop appropriate messages in a variety of interpersonal, professional and mediated contexts.

The School of Communication offers undergraduate majors in communication and organizational communication as well as the Master of Arts degree.



Academic Programs of the University

In all of its educational programs, Queens emphasizes active learning, close student-teacher relationships and connection between the work of the classroom and the world of work, using the greater Charlotte area for experiential learning.

THE TRADITIONAL UNDERGRADUATE PROGRAM

The University offers undergraduates a vibrant student life experience and academic program with 32 majors and many unique opportunities for engagement including the Core Program in the Liberal Arts, the John Belk International Program, the Honors Program and the Internship Program.

The Core Program in the Liberal Arts is a three year, interdisciplinary and interactive common experience. It is organized developmentally, designed to develop the skills of analytical thinking and reasoning, and devoted to helping undergraduates examine the nature and direction of their lives.

The John Belk International Program offers students the chance to broaden their global perspective, experience another culture and discover another part of the world. Students may opt to take part in a faculty-led Study Tour, a Language and Cultural Immersion program, special programs in Micronesia and Strasbourg, an International Internship, or apply for a semester or year-long exchange program.

The Internship Program significantly benefits students as they prepare to be productive citizens. Queens is a leader of liberal arts universities offering practical experience through internships. Undergraduates earn internship credit as a degree requirement for the bachelor's degree. The University emphasizes internships in its curriculum because they give students a unique opportunity to explore the world of work, integrate classroom knowledge, gain marketable skills and develop professional networks for entry into graduate school or employment.

The Honors Program provides a high degree of freedom for academically talented and motivated students. It is open to all students regardless of the major program of study, providing qualified students with an opportunity to work at an advanced level on topics of interest in seminars and in individual faculty-guided studies, leading ultimately to an Honors Thesis or Project. Through interdisciplinary seminars and one-on-one collaboration with faculty mentors the Honors Program encourages students to explore the academic landscape beyond their standard coursework and pursue their intellectual passion. For more information see http://www.queens.edu/honors/honors_program_requirements.asp.

Off-Campus Learning Opportunities

Undergraduates at Queens may also take advantage of a variety of special off campus learning experiences.

- Government Internship Program

Undergraduates may participate in a government internship program that provides an understanding of practical politics as well as an introduction to government employment. The Queens program is based upon cooperation with existing programs with local, state or federal government institutions. Some of the internship opportunities involve stipends that may be used to defray the costs of the internship to the students.

- The Washington Center

Undergraduates may apply for Washington internships through the Washington Center. These internships give students opportunities to explore a variety of public oriented careers and professions. Within the framework of liberal arts studies, they enable students to combine a work and learning experience for academic credit.

- Washington Semester at American University

Through a cooperative arrangement with American University, two undergraduates annually may spend one term in Washington, D.C., studying American government. The study is carried out through a seminar of the student's own choosing, an individual research project and regular courses at American University. Applicants must have completed Political Science 201 and have a grade point average of 2.60 or higher. An additional tuition supplement may be required. Application should be made through the Department of Political Science. For further information, contact the Office of the Registrar.

- Charlotte Area Educational Consortium

Full-time degree-seeking undergraduates paying the University's comprehensive fee may register on a space-available basis with no additional charge for a course at any of the 23 institutions in the Charlotte Area Educational Consortium. Consortium members include Belmont Abbey College, Cabarrus College of Health Sciences, Carolinas College of Health Sciences, Catawba

College, Catawba Valley Community College, Central Piedmont Community College, Cleveland Community College, Davidson College, Gardner-Webb University, Gordon-Conwell Theological Seminary, Johnson C. Smith University, Lenoir-Rhyne College, Livingstone College, Mitchell Community College, Pfeiffer University, Queens University of Charlotte, South Piedmont Community College, Stanly Community College, University of North Carolina at Charlotte, University of South Carolina at Lancaster, Wingate University, Winthrop University and York Technical College. A student interested in the consortium should contact the Registrar's Office.

PAULINE LEWIS HAYWORTH COLLEGE

Through the Pauline Lewis Hayworth College the University also offers a bachelors degree to adults working in the Charlotte area, with a curriculum designed for the adult learner and courses provided in the evenings, on weekends and online.

Through Hayworth College the University offers courses leading to the Bachelor of Arts degree with majors in American Studies, Business Administration, Computer Information Systems, Elementary Education, English, Human and Community Services, Interior Design, Organizational Communication and Psychology. The Bachelor of Science in Nursing degree with a major in Nursing is also offered: however, clinical courses are offered only during the day.

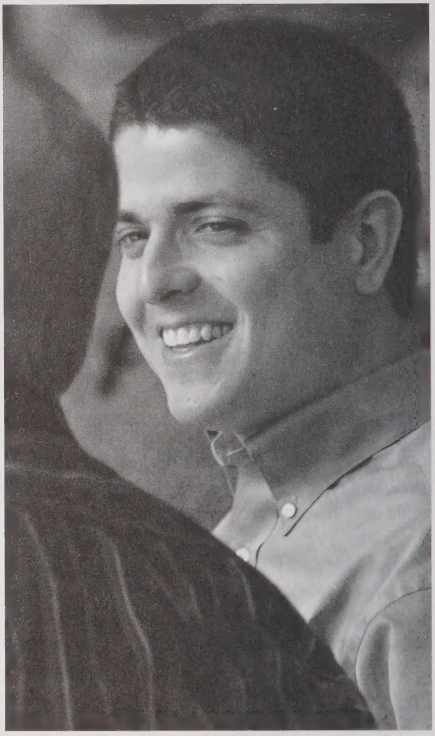
ASSOCIATE of SCIENCE in NURSING

The Presbyterian School of Nursing offers the Associate of Science in Nursing (ASN) degree. The ASN program prepares a novice practitioner of nursing with essential knowledge and skills that facilitate critical thinking and a holistic, caring approach to the healthcare needs of society. Completion of the ASN program qualifies the graduate to sit for the NCLEX-RN® licensing exam. The curriculum also provides excellent preparation for subsequent completion of the BSN degree, especially through the RN-to-BSN program.

GRADUATE PROGRAMS

The University's graduate programs provide advanced, specialized education which prepares students for professional careers. They also seek to develop personal and professional values that are necessary for responsible citizenship.

The College of Arts and Sciences offers a unique low-residency program in creative writing leading to the Master of Fine Arts degree; the McColl School of Business offers both professional and executive programs leading to the Masters of Business Administration degree as well as a program in Organization Development leading to the Master of Science degree; the Presbyterian School of Nursing offers the Master of Science in Nursing degree; the School of Communication offers the Master of Arts degree in Organizational Communication; the School of Education offers both the Master of Arts in Teaching (elementary level) degree and the Master of Education degree in Literacy.



History of Queens

Queens University of Charlotte is a co-educational comprehensive University that has served Charlotte and the Southeast for over 150 years. The University prides itself on a strong foundation including a Presbyterian heritage, outstanding faculty, innovative curricula and creative programs.

Founded in 1857 as the Charlotte Female Institute, the University was originally located at College and 9th Streets near the center of the city. From 1891-1896, it was called the Seminary for Girls. In 1896, the Seminary merged with the Presbyterian Female College chartered by Concord and Mecklenburg Presbyteries. In 1912 it became Queens College and in 1914 relocated to the present campus in the Myers Park residential area. In 1930, Queens became related to the Presbyterian Synod of South Carolina through a merger with Chicora College in Columbia, S.C. The motto from Chicora College, *non ministrari sed ministrare* - "Not to be served, but to serve" - was adopted as the motto of Queens College.

In the aftermath of World War II, Queens admitted its first male students in a non-residential status. In addition, a co-educational evening college was established in 1948 that provided instruction for adults. This was the forerunner of the undergraduate evening college for working adults, the Pauline Lewis Hayworth College, inaugurated in 1979. In 1987 Queens College became fully coeducational and began admitting men into residence.

Queens has been providing graduate education since 1980 when the inaugural graduate program, the Master of Business Administration, admitted its first class. The Master of Education began in 1983, the Master of Arts in Teaching in 1992, the Master of Science in Nursing in 1998 and the Master of Arts in organizational communication in 1999. In 2001 the Master of Fine Arts in creative writing was started.

Queens' growing graduate education programs led to its reclassification by the Carnegie Foundation as a masters-level University, and on June 1, 2002 the Board of Trustees changed its name from Queens College to Queens University of Charlotte.

The McColl School of Business was created in 1993. In 2004 the University's second School, the Presbyterian School of Nursing, was created after Queens merged its nursing program with Presbyterian Hospital's school and also added the Associates of Science in Nursing degree. At the same time the University's campus expanded to include the nursing facility on 5th street near Presbyterian Hospital. In 2007 the Board of Trustees approved the creation of the School of Education and the School of Communication beginning in 2008.

Queens has provided transforming educational experience to students from all walks of life for more than a century, and is committed to continuing its tradition of excellence in education while becoming a leading University in the Southeast committed to service to the Charlotte community and the larger world.

since 1857

The Honor Code

Queens University of Charlotte is firmly committed to principles of honor and prides itself on the spirit of trust that exists among all of its members. At the very heart of Queens University of Charlotte is the Honor Code. The Honor Code is based on the principle that a spirit of trust should pervade all aspects of student life. Its essence is that any violation of the Honor Code is an offense against the community.

The Honor Code at Queens University of Charlotte is the keystone of the University's belief that its students should act honorably and responsibly in all aspects of life, both on and off-campus. The Honor Code incorporates the high principles of honor and integrity in both personal conduct and academic work. The purpose of the Honor Code is to assist in the development of mature women and men who act responsibly at all times and to promote a community based on the principles of responsible citizenship, mutual trust and respect. The Honor Code is binding on all members of the University community and applies to all phases of life at the University.

An effective Honor Code depends upon each student adhering to the spirit and letter of its principles. It demands accountability on the part of each student for his or her actions. Queens' students are responsible for their personal conduct at all times and shall be subject to review, including possible suspension, for behavior that discredits themselves or the University.

As a commitment to this system of honor, students are asked to sign the Honor Code as part of their application for admission. The Honor Code incorporates two different pledges of student conduct: the academic pledge and the community pledge. In addition, it embodies the individual's commitment to developing a community of honor, including taking action against those who violate the Code:

> *As a member of the Queens community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.*
> **Academic Pledge:** I pledge truthfulness and absolute honesty in the performance of all academic work.
> **Community Pledge:** I pledge to be truthful at all times, to treat others with respect, to respect the property of others and to adhere to University policies.
> Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional behavior and academic dishonesty. Two examples of the latter are plagiarism, the use of another's words or ideas without giving credit to the source, and computer misuse, including accessing, transferring, or altering information without authorization.

Judicial Process

Suspected violations of the Honor Code by an undergraduate in the traditional Undergraduate Program are adjudicated by a student Honor Council or Judicial Board. Full information on the process is available at in the Student Handbook, available online at http://www.queens.edu/studentlife/handbook/honorcode.asp.

Suspected violations of the Honor Code by a Hayworth College student should be reported to the dean of Hayworth College, and will be heard by a Hayworth College Hearing Board. Full information on the process is available from the Dean of Hayworth College.

Suspected violations of the Honor Code by a graduate student should be reported to the dean of the graduate program and will be dealt with by a Graduate Hearing Board. Full information is available from the graduate program's dean.

Suspected violations of the Honor Code by a student in the ASN program should be reported to the dean the Presbyterian School of Nursing, and will be dealt with by the ASN Hearing Board. Full information is available from the Presbyterian School of Nursing.

The Campus

The main campus of Queens University of Charlotte is nestled among the signature oak trees of historic Myers Park in Charlotte, N.C. Its Georgian buildings, five of which were constructed in 1914 when the University was moved to this site, have been extensively remodeled. The architectural motif of red brick with white trim has been incorporated in the more modern buildings. Principal buildings include the following:

Burwell Hall (1914), the focal point of the campus, faces Selwyn Avenue. In addition to administrative offices, the building houses the McInnes Parlors which provide a spacious reception area for guests and social events. Robert Burwell served as president of the Charlotte Female Institute from 1857 to 1872, and his wife, Margaret Anna Burwell, was a teacher and principal.

Belk Chapel (1950) was a gift to Queens by the families and associates of William Henry Belk and Dr. John M. Belk, in their honor. Greek revival in architecture, it is equipped with a 39-rank organ and seats 500. It is used for chapel and for other religious services and meetings. The Belk families have been loyal and generous supporters of the University.

Trexler Student Center (1993) honors long-time Queens trustee Charles B. Trexler and his children. Designed to be the "living room" of the University, the Trexler Center is located at the geographic center of the campus. It offers a living room, the Queens bookstore, Jazzman's Café and a private dining facility – The Claudia Belk Dining Room. A stairway connects the Trexler Center with the Service Center on the lower level of Morrison Hall.

The Lion's Den Grille & Game Room which opened in 2007 is the newest dining facility on the Queens campus. Located in the newly renovated Morrison Hall basement, The Lion's Den boasts 2,000 square feet, a 24-foot grill for snacks and meals, an Internet jukebox, wide screen television and a pool table. The 24-foot grill offers fare that appeals to everyone. Meal plans, Munch Money, cash and credit cards are all accepted.

Morrison Hall (1927) has three levels. The lower level includes the Copy and Mail Service Center, Dining Services offices and the Lion's Den Grille and Game Room. The Frances Young Dining Hall, which was completely renovated in 1999, is located on the second level. Student Life and Student Organizations are location on the third level.

E.H. Little Fine Arts Center (1966) contains the Charles A. Dana Auditorium, which seats 1,000 for concerts, recitals, plays and lectures. The center also contains the Suzanne T. Little Recital Hall, an exhibition gallery, studios, practice rooms, classrooms for music and drama, and music offices that include a library of music, miniature scores and recordings. Major donors of this facility were prominent philanthropists E.H. Little and Charles A. Dana.

Jernigan Building (1914) houses the Business Office, the Registrar's Office, Student Financial Services Office and the student bank on the first floor, and the Union-PSCE offices and classrooms on the second floor. The building was named for Dr. Charlton Coney Jernigan who was president of Queens from 1951-53.

John H. Sykes Learning Center (2000) is named in honor of Mr. John H. Sykes, a member of the Board of Trustees and a generous benefactor of the University. The building is home to the McColl School of Business and is used by the entire campus for classroom, meeting and event space. The building contains a 214-seat auditorium, classrooms, meeting rooms, faculty offices and a student lounge.

Dana Building (1961) honors Charles A. Dana, a generous benefactor of Queens University of Charlotte. The Dana Building contains the Center for Academic Success, the Student Disablility Services Office, the Center for Excellence in Teaching and Learning, classrooms, the DeWitt Computer Classroom and faculty offices.

McEwen Hall (1914) was renovated in 1989. The building, named for the late Dr. Mildred Morse McEwen, alumna and professor emeritus of chemistry, includes classrooms, faculty offices, and the John Belk International Program Office and the Office of the Dean of the College of Arts and Sciences.

Ovens Athletic Center (1954) includes a gymnasium, classrooms, a dance studio and a swimming pool. Extensive renovation and remodeling took place in 1989 with the expansion of Queens' athletic programs. David Ovens, business executive and merchant, was a Queens trustee and benefactor.

Stultz Building (1952), named for Mr. and Mrs. W. Z. Stultz houses the office of the Dean of the Presbyterian School of Nursing, faculty offices and the Nursing Skills Lab. This building also houses the Campus Police Department.

Walker Science Building (1966) contains laboratories, classrooms, faculty offices and research facilities for Biology, Chemistry, Environmental Science, Physics, Mathematics and Computer Information Systems. It also houses Queens' Information Technology Center. The building was named for Dr. Edwin R. Walker, a former president of the University.

Watkins Hall (1914) houses the art department, exhibition galleries and faculty offices. It is named for Miss Mildred C. Watkins, member of the faculty from 1895-1909.

The Student Health & Wellness Center (1935) houses the undergraduate student health and counseling treatment areas as well as professional staff offices.

Fifth Street Nursing Campus, located 1.8 miles from the main campus at 1901 E. Fifth Street near Presbyterian Hospital, provides classrooms, laboratories and offices for the associate of science in nursing program, and houses the Presbyterian School of Nursing's state-of-the-art computerized Patient Simulation Laboratory.

The Sports Complex at Marion Diehl Park celebrated its grand opening in March 2006. The Complex covers 65-acres and is a joint partnership between Mecklenburg County and Queens. The facility features a Championship field, adaptive field and running track. Additional projects are scheduled to be completed by 2012. A new Field House and Welcome Center are under construction and will open in 2009.

RESIDENCE HALLS

Albright Residence Hall (1964) is named in honor of Miss Thelma Albright, former dean of students and a long-time faculty member at Queens.

Barnhardt Residence Hall (1965) honors Mr. and Mrs. William H. Barnhardt. Mr. Barnhardt, a prominent and devoted supporter of the University, was a member of the Board of Trustees.

Belk Residence Hall (1954) honors the late Mrs. William Henry Belk, alumna, trustee and benefactor. The hall was a gift to Queens from Mrs. Belk's sons and daughter.

Hayes Residence Hall (1914) is named for Queens alumna and Board Trustee Miriam Cannon Hayes '37. The Lily Long Lobby in Hayes Hall is named for Miss Lily W. Long, who served the University for half a century and was president from 1891 to 1899.

Wireman Residence Hall (2001) is Queens' newest and largest residence hall named for the late Billy O. Wireman, president of Queens from 1978-2002. The Queens Fitness Center is located on the lower level of Wireman and includes 8,000 square feet of state-of-the-art cardiovascular and studio equipment.

Wallace Residence Hall (1962) honors Mr. and Mrs. J.M. Wallace and family. Mrs. Wallace was an alumna, and J. Mason Wallace Jr. was a trustee. The Common Grounds Coffeehouse is located on the first floor of Wallace and is a student-run coffeehouse that serves up a variety of specialty drinks for budget prices.

OTHER BUILDINGS - *Immediately adjacent to the campus include*

Harris House, home of the Office of Undergraduate Admissions and Withers House, where the Offices of the Dean of Hayworth College and the Center for Lifelong Learning are located.

Blair House (1935), named for Dr. Elizabeth H. Blair, former dean of instruction, houses the Career and Internship Programs Office.

Tillett Building (1949), named for Miss Laura A. Tillet, professor emeritus of English, is used by the Art Department for ceramics, sculpture, woodworking and metalworking.

Stultz Building, named for Mr. and Mrs. W.Z. Stultz, houses the Presbyterian School of Nursing and the Campus Police Office.

Student Life

Queens University of Charlotte realizes that, as important as academic activities are, much of a student's education occurs outside the classroom. Day-to-day living experiences and campus activities are valuable components of a well-rounded education and central to what makes Queens so special. Students learn and grow by becoming active participants in the life of the campus community. This participation can take many forms, including student government, Greek life, our honor code system, residential living, multicultural programming, health & wellness services and our wide array of student organizations and campus traditions.

With over 35 clubs and organizations, four national sororities, two national fraternities, three different residential living style options (room, suite and apartment), and over 150 years of traditions to draw from, the out of class experience at Queens can rival that of any institution of its size.

Our Student Government Association distributes resources to clubs and organizations for the purpose of engaging students in the traditional undergraduate experience. The Department of Student Life works closely with all branches of SGA to make sure those funds are being utilized in ways to enhance the quality of student life at Queens University of Charlotte. Our students consistently rate their undergraduate experience among one of the most engaging in the country.

To learn more about our Department of Student Life, and the many cherished traditions at Queens University of Charlotte, visit the Student Life web site at www.queens.edu/studentlife. There you will discover information pertaining to the five functional units comprising our Student Life Department (Student Activities, Residence Life, Multicultural Affairs, Campus Police and Health & Wellness) and up to date information on all the programs, services and activities offered at Queens to complement your academic experience.

Athletics

As an NCAA Division II affiliate, Queens University of Charlotte seeks highly skilled and competitive student-athletes and offers athletic opportunities in 16 varsity sports. The women's teams compete in basketball, cross-country, golf, lacrosse, soccer, softball, tennis, track and field and volleyball, while the men field teams in basketball, cross-country, golf, lacrosse, soccer, tennis and track and field. Queens' student athletes compete in the Conference Carolinas, a 12-member NCAA Division II league.

Ovens Athletic Center is the home of the Queens' Royals. The indoor facility includes a gym, heated swimming pool, dance studio, athletic training room and locker rooms. The Queens tennis courts are lighted and adjacent to the gymnasium.

The Royals Soccer and Lacrosse teams play at the Queens Sports Complex at Marion Diehl Park. The Sports Complex is a 65 acre complex located off Tyvola Road.

For more information about Royals Athletics, please visit http://www.queens.edu/athletics.

Honor Associations and Awards

Several organizations have been established at Queens to recognize high achievement, both in scholarship and in campus leadership.

- Janusian Order is an honorary organization that was established at Queens in 1937. Janusian Order includes students selected from the junior class on the basis of outstanding leadership, citizenship and scholarship exhibited during their sophomore year at Queens.
- Mortar Board is a national senior honor society. Mortar Board recognizes those students who have demonstrated not only outstanding scholarship but who have made significant contributions as leaders.
- Student Marshals are students who have achieved academic excellence. Students are selected as Student Marshals each year following fall term on the basis of class rank from a list of eligible degree candidates who are taking a fulltime course load. They serve as ushers in academic processions at official University events.
- Who's Who Among Students in American Universities and Colleges recognizes note worthy student leaders on campuses throughout the country and registers them in a national collegiate publication. The students are selected on the basis of scholarship, leadership, citizenship, participation in co-curricular activities and the promise of future contributions to those areas.

IN ACADEMIC DISCIPLINES

- Beta Gamma Sigma, an international honor society, recognizes the outstanding academic achievements of students enrolled in collegiate business and management programs accredited by AACSB International – The Association to Advance Collegiate Schools of Business. Only 6% of Business Schools across the country have AACSB accreditation.
- The Tau Tau Chapter of the Beta Beta Beta National Honorary Biological Society promotes interest in the biological sciences and keeps students aware of new developments in the field. The chapter is affiliated with the N.C. Academy of Sciences. Membership eligibility is based on academic achievement.
- Alpha Psi Omega is the largest dramatic honor society in the country and began a chapter at Queens in spring 1994. Membership is based on points accrued by working in either the performing or technical aspects of theater. Work may be done at Queens or in professional community theaters.
- The Honor Society of Nursing, Sigma Theta Tau International, was founded in 1922. The Mu Psi Chapter-at-Large, co-sponsored by the Presbyterian School of Nursing at Queens, recognizes students who have demonstrated superior academic achievement and leadership potential. Undergraduate students meeting these criteria are invited to be inducted after they have completed at least half the nursing component of the Bachelor's of Science in Nursing program.
- Pi Sigma Alpha is a political science honor society whose goal is to stimulate scholarship and interest in the subject of government by providing tangible recognition to students who have excelled in the field.
- Psi Chi is a national honor society whose purpose is to encourage, stimulate and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology.
- Tau Upsilon Alpha is the national honor society for human services whose purposes are to honor academic excellence, to foster lifelong learning, leadership and development and to promote excellence in service to humanity.

AWARDS

- In addition to membership in campus honor associations, Queens University of Char lotte recognizes a number of other honors and awards, including the Dean's List, graduation with honors, creative writing awards, various other academic awards, several athletic citations and the Diana Award.
- The Algernon Sydney Sullivan Award is presented to those who exemplify high standards of service. Since 1948, the New York Southern Society has granted to Queens University of Charlotte the privilege of bestowing two Algernon Sydney Sullivan awards each year, one to an outstanding graduate and a second to a member of the community. Mr. Sullivan, a distinguished lawyer and the first president of the Society, had such outstanding qualities of moral courage and personal inspiration that the Society created these awards to honor him and to commend others who might exemplify similar qualities.

Student Services

THE CENTER FOR ACADEMIC SUCCESS

The Center provides important academic support programs and learning assistance courses for all students to help improve their academic skills and achieve their academic goals. Services offered include peer tutoring, review sessions, academic workshops, study skills assessments, individual academic assistance and guidance, the writing center and referral to disability services.

The Writing Center is a faculty-staffed resource housed within the Center for Academic Success. The Writing Center is designed to facilitate student participation in the writing process by refining key skills and developing study patterns for success as well as writing proficiency. Please visit the Center's Web site at http://www.queens.edu/center.

STUDENT DISABILITY SERVICES

ADA Compliance, Documentation and Accommodations

The Office of Student Disability Services serves qualified students with disabilities of all varieties: learning disabilities; ADHD; psychiatric/emotional disabilities and physical disabilities including vision impairment, hearing impairment, mobility issues and medical disabilities. The mission of the Office of Student Disability Services at Queens University of Charlotte is to provide and coordinate accommodations, support services, and auxiliary aids to qualified students with disabilities.

It is the responsibility of the student to self-identify as having a disability. In order to access the rights provided through the ADA and Section 504 of the Rehabilitation Act of 1973, a students must register with Queens University of Charlotte by providing documentation verifying a disability. A student cannot receive academic accommodations until this is completed. It is also the responsibility of the student to inform professors of the need for accommodations and to advocate for him/herself if these are not being met satisfactorily.

Examples of accommodations and services include, but are not limited to: Braille writer, coordination with faculty, assistive technology, software, note taker services, extended time on tests/quizzes, preferential seating, referral to the counseling center for personal consultation, referral for tutorial and academic resource center, counseling around disability related issues and special test administration.

For information visit http://www.queens.edu/studentlife/resources/disability.asp.

INTERNSHIPS AND CAREER PROGRAMS OFFICE

The Internships and Career Programs Office is a comprehensive career center and offers a variety of services including individual career coaching, resume writing assistance, campus interviews, workshops and career fairs. Students are encouraged to use the virtual services such as the eCampusRecruiter for jobs and internships, OptimalResume and the Alumni Mentoring Program. Private appointments are available. Queens' career development center is located in the Blair House. For more information visit http://www.queens.edu/internships.

HEALTH SERVICES AND COUNSELING

The Student Health and Wellness Center provides medical and mental health services to undergraduate students enrolled at the University. It is not necessary to have Queens' health insurance to use the HWC. While most services are free of charge, any costs incurred can be paid at the time of service or billed to the student's account. Appointments are encouraged but walk-in visits are accommodated when possible. The HWC is open Monday through Friday 9am-5pm, and is located on Wellesley Avenue next to Barnhardt Hall. Visits to the Health and Wellness Center are confidential. Medical information is not shared or discussed by phone without specific written consent from the student. For more information visit http://www.queens.edu/studentlife/health/index.asp.

Medical Services

In addition to general medical care for acutely ill or injured students, available services include chronic disease management, routine physical or gynecological examinations (fee for service), confidential STI and HIV testing, routine immunizations (fee for service), international travel consultation and immunizations, laboratory testing on-site or through Presbyterian laboratory and referrals to network physicians and care facilities in the Charlotte area. Appointments may be made by calling 704 337-2220.

Counseling Services

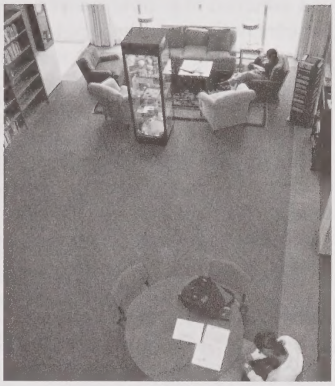
Queens has professional counseling services available to students for individual and group counseling and community referrals. The Counseling Center is located in the Health & Wellness Center and appointments may be made by calling 704 337-2220. Counseling is confidential and there is no fee. Up to ten sessions per year are available at no charge to each student paying the comprehensive fee. Arrangements can be made for students needing additional sessions. Referrals to off-campus psychologists and psychiatrists may be made by the counseling center staff when necessary. The cost of all off-campus therapy is the responsibility of the individual student. The relationship between student and counselor is professional and is fully confidential within the confines of safety of self and others. The Health & Wellness Center Counseling Services is open 9am-5pm, weekdays.

The Fitness Center

The Queens Fitness Center, located on the lower level of Wireman Hall, is a spacious 8,000-square-foot facility with free weights, "nautilus" equipment, cardio machines and elliptical trainers, plus a 2,500-square-foot aerobics room. Any student may join the Fitness Center. For more information visit http://www.queens.edu/studentlife/health/fitnesscenter.asp.

Everett Library

Everett Library (1960), located at the center of the campus, was built through the generosity of Herschel Hill Everett, chairman of the Board of Trustees from 1952 to 1967, and his wife, Cornelia Nisbett Everett. A new Georgian-style façade was constructed in 2000, thanks to a gift from Mr. John H. Sykes, a member of the Board of Trustees, and named for his wife, Susan W. Sykes.



The library collection - the core of the academic community - is designed to support all programs of the University. More than 144,480 books and bound periodicals are available in open stacks for student use. In addition, the library currently subscribes to over 315 periodicals in print and several thousand full-text periodicals available electronically through the library's participation in the NC-Live database program. Everett Library also subscribes increasingly to individual electronic databases every year. The library maintains an active periodical microfiche collection. The book collection, which grows at a rate of 2,000 volumes a year, receives additional support from endowments, such as the one established by the Friends of the Library. The library's online SIRSI catalog and NC-Live databases are available through the campus network.

The library offers additional services such as bibliographic instruction, academic reserves, interlibrary loan and reference assistance. Alumni, Friends of the Library, Union-PSCE students and ministers of the supporting presbyteries have access to selected library services. Everett Library offers an information technology commons for student and faculty research.

Four computing labs are available to students for research and preparing classroom assignments. Four group study rooms offer students opportunities for collaborative learning through group study.

A satellite campus of the Union Theological Seminary and Presbyterian School of Christian Education was established at Queens University of Charlotte in 2001. Everett Library supports these students with over 14,500 books, periodicals and electronic databases. This collection is located on the second floor of the library.

The second floor Special Collections Room, named for Queens' first librarian, Rena Harrell, houses Charlotte imprints, books on the history of Mecklenburg County and North Carolina author titles.

On the lower level is the Curriculum Resource Center, which houses the Education Division's collection of state-adopted textbooks and other materials for classroom use. Also located on the lower level is the Archives Center established to preserve materials relating to the history of Queens University of Charlotte. A reading room for patrons to do historical research is available by appointment.

Everett Library has been enriched by its Friends of the Library organization. Founded in 1971, this 700+ member community group provides year round library and cultural activities and events. Its gifts to Everett Library provide book funds, technology and equipment and special projects.

Everett Library also offers 24 hour access through its Web site, www.queens.edu/library.

Information Technology Services

Information Technology Services for both academic and administrative users is coordinated by the staff of the Queens IT Services Department, located in the lower level of Walker Science Building. IT Services houses and maintains file & print servers, application servers and other network hardware and software to support the academic and administrative mission of the University. Services such as e-mail, internet access and computer hardware and software components are supported by this department. The campus network environment is comprised of a switched fiber-optic backbone which feeds LAN switches in each building. A metro Ethernet connection provides connectivity to the global Internet. Networked computing capabilities are provided to classrooms, residence halls and administrative offices including the Everett Library and Telecounseling Center. Computer Equipped Labs and Classrooms include:

Dickson Microcomputer Lab
Located in the Walker Science building, this lab contains 19 Pentium dual core computer workstations connected to a network laser printer. Each PC has access to the Internet and the Queens Campus network. PC's are MS Windows based with Microsoft Office Suite and other curriculum specific applications. This lab has 24 hour access for students with the use of a card access key.

Curriculum Resource Center
Located in the Everett Library, the CRC consists includes 20 MS Windows based computers designated for student research activities. Workstations have access to the Internet and print capabilities in addition to other curriculum specific applications. Access to the library card catalog service and online database resources.

Language Lab
Located in the Everett Library the Language Lab includes 12 MS Windows based computers designated for student research activities. Workstations have access to the Internet and print capabilities in addition to other curriculum specific applications.

Presbyterian School of Nursing Lab (5th Street Campus)
13 Windows based computers designated for the use of students of the School of Nursing. Workstations have access to the Internet and print capabilities in addition to other curriculum specific applications.

Mac Lab
Located in the Library, the Mac Lab in Everett Library contains 15 Apple iMac computers running Mac OS X. A network printer is available in the lab.

Other Classroom and Lab Facilities
Everett Library is wired throughout so students with Ethernet-enabled laptops can connect to the Internet from a variety of locations. Loaner laptops are available within the library for in-library wired and wireless use. Visit http://campus.queens.edu/its for a more complete listing of additional computer classrooms and labs on campus which are used to support specific departments such as Psychology, Nursing, Education and Information Systems.

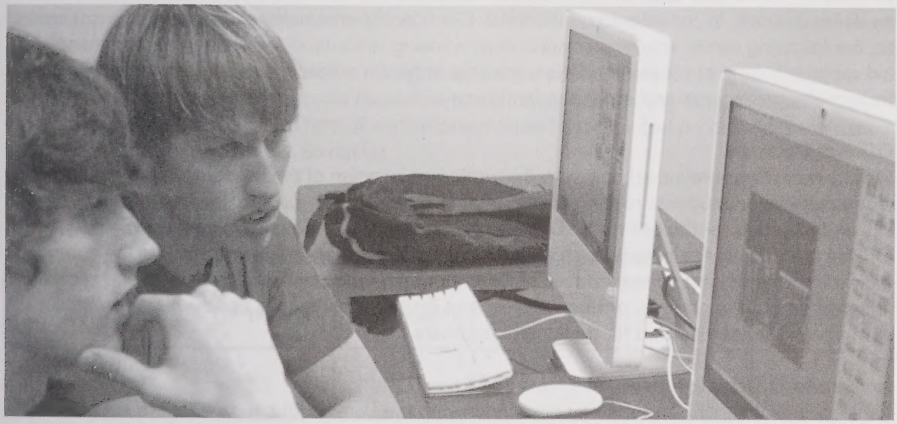
Residence Halls
All residence halls have computer equipped study rooms. These computers are equipped with Microsoft Office and Internet Explorer. Wireman, Belk, Hayes and Albright Residence Halls as well as the residential floor of Barnhardt are wired for Internet access in each room. Almost all rooms are equipped so that each occupant may have access to their own data port. Off-campus residential apartments at Providence Place are also wired for data access. An Ethernet ready PC is required for Internet access in these buildings.

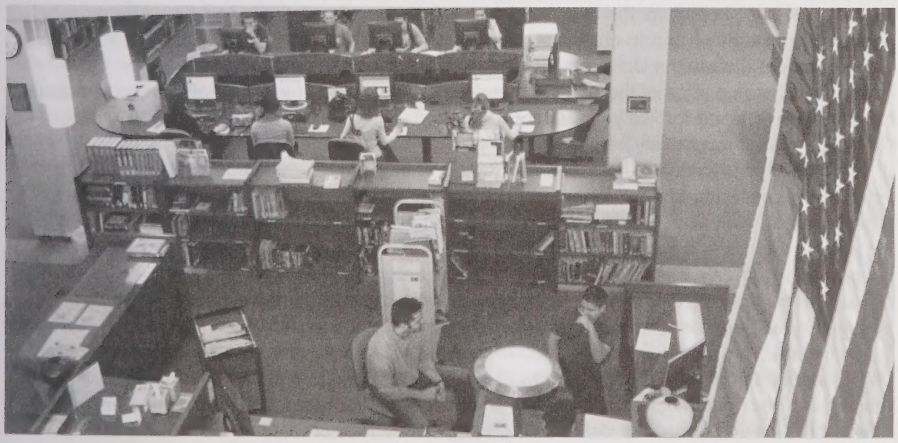
Wireless
Wireless hotspots are available around campus at various locations including Everett Library, Jazzman's Café, Claudia Belk Dining Room, Morrison Dining Hall, Trexler Courtyard and the Academic Quad (between Morrison and Walker Science buildings) with more to come.

Email
All enrolled Queens students receive student email accounts. Students are also eligible for educational discounts on computer hardware and software several different vendors including Dell, Software Express, CDWG and others.

Responsibilities
Students must abide by the terms of the Queens Acceptable Use Policy (AUP) for Information Technology Systems and the University Copyright Compliance Guidelines. The approval of the IT Services department is required prior to a student setting up their own hubs, switches, network printers or wireless access points within the Residence Halls. All computers connecting to the Queens network must run up-to-date antivirus software. Windows users are required to have automatic Windows Update configured. These requirements have been established for the protection of the network and its connecting users and are enforced by IT Services.

For more information about email accounts, student discounts and the above policies and guidelines, please visit http://campus.queens.edu/its or contact the IT Services Help Desk at 704 337-2323.





Student Records

Public Records (Directory Information)
The following information on individual students is considered Directory Information and is public: full name, local address, home address, telephone number, email address, date of birth, major field of study, dates of attendance at Queens University of Charlotte, class year, degrees, honors and awards received, participation in officially recognized University activities and student organizations, parents' names, class schedules and religious affiliation. This public information may be released or published without the student's consent. However, it is the policy of Queens University of Charlotte to refuse to release information to private firms or mailing lists.

Directory Hold
Students who do not wish this information made public may inform the Registrar's Office, requesting a "Directory Hold" in writing, within 10 days after registration each term. The Registrar will notify other University offices of such requests. Students should understand that if they withhold directory information, it will not be released to anyone unless the health or safety of an individual is involved. Requests for student data from agencies such as HEW, OEO and research agencies may be honored without prior approval of the student, ordinarily in anonymous form.

Confidential Records
All personally identifiable material on particular students used to make decisions about students or used for transmittal to others outside the University and which is other than public material, as defined above, is considered confidential. Confidential information includes, but is not limited to, the following items: academic evaluations, advising records, disciplinary records, financial aid records, letters of recommendation, medical or health records, clinical counseling records, transcripts, test scores and other academic work.

Official Records
Official records are released only with the written permission of the student. Official records include material on students relating to their status as students held by any office of the University and intended for the use of the University or available to parties outside the University. Official records do not include the following: letters of recommendation for which the student has waived the right of access, public safety records, medical and clinical counseling records, financial records of parents, private records kept by individual faculty or administrators as aids to memory but not intended for transmittal to others.

Access to Official Records
Queens University of Charlotte, in accordance with the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, permits students to inspect their records whenever appropriate and to challenge specific parts of them as necessary. Each enrolled or former student of Queens University of Charlotte has the right to inspect and review official educational records or files of the college directly relating to that student. (Note: Files on individual students are retained for five years after the student leaves the University. Only the Queens transcript is kept indefinitely.)

Student access to official educational records or files directly relating to the student is provided in the presence of a staff member. The right to access does not extend to applicants, those denied admission, or those admitted who do not enroll. Offices may require that requests for access be submitted in writing and may ask for, but not require, the reason for the request. A copy of a student's transcript and/or other recorded data will be made available to University officials who show legitimate educational needs without written permission of the student. Records will be kept in offices whose functions require such information.

A student is entitled to an explanation of relevant information contained in official records. The student has the right to a hearing to challenge the content of an official record to ensure that it does not contain information which is inaccurate, misleading, or in violation of privacy or other rights, and to correct or delete inaccurate, misleading, or inappropriate material.

Queens University of Charlotte recognizes that the Family Educational Rights and Privacy Act of 1974, as amended, does not intend to exclude release of information regarding dependent students' academic progress/grades to their parent or guardian if such information is requested. Queens also recognizes the student's right to specify that information regarding academic progress/grades not be released to parent/guardian. Written notification must be made to the Registrar.

Record of Immunization Law

Students enrolled in more than four credit hours and who are taking any classes which begin before 4 p.m. Monday through Friday, are required to provide valid documentation of immunizations to be compliant with North Carolina state law. Forms for this purpose are available from and are kept on file in the Student Health & Wellness Center.

The statute applies to all students except the following:
Students residing off-campus and registering for any combination of:

- Off-campus courses
- Evening courses
- Weekend courses
- No more than four day credit hours in on-campus courses

Queens' graduate students are also exempt.

If at any time the above student status changes to: on-campus courses, course load of more than four (4) credit hours, on-campus residence and/or enrollment in day-time courses, a Certificate of Immunization or record of immunization must be presented on or before the date the person first registers for the semester.

The following immunizations are required:

Vaccine Requirements and Number of Doses

Diphtheria, Tetanus and/or Pertussis[1]	Polio [2]	Measles [3]	Mumps [4]	Rubella [5]	Hepatitis B [6]
3	3	2	2	1	3

Nursing Students: All nursing students have specific immunization requirements. For more information consult the Presbyterian School of Nursing.

Footnote 1 - DTP (Diphtheria, Tetanus, Pertussis), Td(Tetanus, Diphtheria): One Td booster dose within the last 10 years.
Footnote 2 –Polio: Students age 18 or older are not required to receive polio vaccine.
Footnote 3- Measles: one dose on or after 12 months of age; second at least 30 days later. Two Measles doses if entering college for the first time after July 1, 1994.
Footnote 4- Mumps: One dose on or after 12 months of age. Mumps vaccine is not required if any of the following occur: An individual who has been documented by serological testing to have a protective antibody titer against mumps; An individual born prior to 1957; or Enrolled in college or University for the first time before July 1, 1994. An individual entering college or University prior to July 1, 2008 is not required to receive a second dose of mumps vaccine.
Footnote 5- Rubella: One dose on or after 12 months of age. Rubella vaccine is not required if any of the following occur: 50 years of age or older; Enrolled in college or University before February 1, 1989 and after their 30th birthday; An individual who has been documented by serological testing to have a protective antibody titer against rubella.
Footnote 6- Hepatitis B vaccine is not required if any of the following occur: Born before July 1, 1994.

International Student Admission

Queens University of Charlotte welcomes international students. Applicants must ask each institution that they attended to forward their transcripts to the Office of Admissions.

Students transferring from a foreign University must have their transcripts evaluated independently by a certified transcript evaluation service like World Education Services (www.wes.org).

In addition, transcripts in a language other than English must be translated into English by an official at the high school or college issuing the transcript.

Any student for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version or 213 on the computer version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date.

In lieu of TOEFL scores, Queens University of Charlotte will accept prior to admission successful completion of the ELS Language Centers' English language program at level 12. International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full acceptance into the University is required before an I-20 may be issued.

Prior Learning Assessment

Transferred Credits
When a student enters Queens with prior academic credit from a regionally accredited institution, the Registrar evaluates those credits for transfer, and determines the student's class status. The Registrar's evaluation of transferred credits will also determine whether or not any transferred courses are equivalent to any courses at Queens.

Policies on Credit Awarded for Prior Learning
Duplicate credit will not be awarded in the event AP and/or IB examination credit is accepted or if the scores duplicate credit already earned. Total combined AP, IB and CLEP credit awarded will not exceed 38 semester hours. Neither grades nor quality points will be awarded, nor may AP, IB or CLEP credits satisfy the final 30 hours required for graduation from Queens. Official AP, IB and CLEP scores should be submitted to the Queens Registrar. Information on transferred credit and course credit equivalencies can be found on the Queens Web site at http://www.queens.edu/registrar/home.asp.

Advanced Placement Credit (AP)
Students who have completed college-level work in their secondary schools should take the appropriate Advanced Placement (AP) test administered by the CEEB. In most subjects Queens grants advanced placement and course credit automatically if the student scores either 4 or 5 on such tests.

International Baccalaureate (IB)
Queens will grant six semester hours of elective credit in each area in which a student has achieved a score of 5, 6 or 7 in a higher level examination. Assignment of specific course credit will be determined at the student's request and the discretion of the individual department. Students who earn a 5, 6 or 7 on the English portion of the IB examination (or 4, 5 on the AP English examination) will receive credit for English 110 and will be required to take English 120 in the spring semester of the freshman year.

College Level Examination Program (CLEP)
Queens awards credit and advanced placement to students who score satisfactorily on approved subject level tests of the CLEP. Detailed information is available from the Registrar's Office.

Foreign Language Placement
All entering freshmen take a foreign language placement test during new student orientation. The score earned may allow students to place out of one or both years of the foreign language requirement. Tests are given in Spanish, French, Latin and German.

Radiologic Technologist Certification
Thirty credit hours are accepted for those persons certified by the American Registry of Radiologic Technologists. A copy of the student's certification or proof of certification is required. Only students admitted to Hayworth College may use these hours toward a major in radiologic technology.

Admission to the Undergraduate Program

Prospective students who are interested in a earning a bachelors degree taking evening and weekend classes should see the section of the Catalog on Hayworth College.

High School Preparation
Students considering application to Queens should follow a college-preparatory program in an accredited or approved high school. Four units of English, three units of Mathematics, two units of History/Social Studies, two units of science, which must include one laboratory science and two units of a foreign language are recommended basic preparation.

Freshmen Admission
All prospective students apply for admission to the traditional Undergraduate Program through the Undergraduate Office of Admissions.

Admission is initially offered to the College of Arts and Sciences. By the end of their sophomore year, most students will declare a major within the College of Arts and Sciences or may apply for admission to the School of Education, the McColl School of Business or the School of Communication. Pre-nursing students apply to the Presbyterian School of Nursing in the fall of their sophomore year. North Carolina Teaching Fellows are admitted to the College of Arts and Sciences and advised through the School of Education. For information regarding admission to the School of Education, see the Teacher Education Handbook.

Application
Application forms may be obtained from the Undergraduate Office of Admissions at 800 849-0202 or at http://www.queens.edu/admissions. Applications submitted in hard copy should be accompanied by a $40 nonrefundable application fee. There is no fee if a student applies online.

To be considered for admission, candidates must provide the Undergraduate Office of Admissions with a completed University application for admission. A completed application file includes the application for admission, an official high school transcript and official standardized test scores from the College Board and/or the ACT.

In evaluating an application, the Admissions Committee considers the applicant's high school record, especially the quality and amount of college preparatory work; recommendations from the secondary school; scores from the Scholastic Assessment Test (SAT) or The American College Testing Program (ACT); the student's own stated objectives; and community service or co-curricular activities.

SAT and advanced placement test applications and information about testing dates may be obtained from secondary school counselors or from The College Board, Suite 250, 2970 Clairmont Road, Atlanta, GA 30329-1639. The College Board's Web site is www.collegeboard.com. The College Entrance Examination Board (CEEB) code number for Queens University of Charlotte is 5560.

ACT applications and information about testing dates may also be obtained from secondary school counselors or from ACT Records, P.O. Box 451, Iowa City, Iowa 52240. The ACT code number for Queens University of Charlotte is 3148. The ACT Web site is www.act.org.

Admission
The University operates on a rolling admissions basis. Beginning in September of each academic year and bi-weekly thereafter, completed applications are presented to the Admissions Committee for action. Generally, applicants are notified of the University's decision within 30 days of receipt of a completed application.

Accepted applicants are requested to notify the University of their decision to attend as soon as their University plans are firm or by May 1. Students should reserve their place in the incoming class by sending a tuition deposit of $250. This deposit is applied toward tuition for the applicable term and is refundable until May 1. Students admitted after May 1 will have 30 days to notify the Undergraduate Office of Admissions if they plan to attend. The tuition deposit is nonrefundable after May 1.

Alumni Admissions Representatives
Local alumni representatives are available to talk with prospective students in a number of cities throughout the country. Their names and addresses may be obtained from the Undergraduate Office of Admissions.

Campus visits
Prospective students and their families are encouraged to visit Queens. They are welcome at any time, but will find visits more beneficial if they are scheduled when the University is in session. The Undergraduate Office of Admissions is open from 8:30am-5pm on weekdays throughout the year and on selected Saturdays each month. Each year a series of visitation days is scheduled for prospective students and parents. Interested students should write, visit our web site (www.queens.edu), or call the Office of Admissions (800 849-0202) for further details.

Transfers
Queens welcomes transfer students from other regionally accredited colleges and universities. They may apply for admission for fall, spring or summer term. Applicants must provide an official transcript from each high school they have attended and they must forward two official transcripts from each college they have attended to the Queens University of Charlotte Undergraduate Office of Admissions.

If a student is transferring to Queens with fewer than 24 transferable credit hours, they must provide an official copy of their SAT or ACT scores. Transfer students are expected to have followed the recommended high school curriculum and to have maintained a minimum 2.000 average on a 4.000 scale in previous college work. For liberal arts and sciences courses completed at other accredited institutions, credit usually will be transferred if the grade earned is C or better. Courses transferred from two-year institutions are classified as either 100- or 200-level courses.

Queens University of Charlotte participates in the comprehensive articulation agreement between the University of North Carolina and the North Carolina Community College System.

International Students

International students must also fulfill the admission requirements for international students found on page 24. In addition, international students applying to the traditional undergraduate program must have any high school transcripts in a language other than English translated into English by an official at the high school or college issuing the transcript, or by a certified translator. It is recommended that international students take the SAT. Queens accepts the Test of English as a Foreign Language (TOEFL) in place of the SAT. A minimum score of 550 (written test) or 213 (electronic test) is required for admission.

Furthermore, international student applicants for admission to the traditional undergraduate program must provide the Undergraduate Office of Admissions with a completed University application for admission accompanied by the payment of a $40 application fee.

Application deadlines for international students are July 1 for fall enrollment and November 1 for spring enrollment. To indicate their intent to enroll, international students who have been accepted to the University are asked to send a non-refundable tuition deposit of $1,000.

Non-Traditional Students

Queens welcomes non-traditional age students who wish to take undergraduate courses during the day in the traditional undergraduate program. Students 25 years of age or older at the time of their first entrance to the University must meet the same admission requirements as the traditional age student, except that SAT or ACT test scores are recommended but not required.

The Undergraduate Office of Admissions and the Office of Student Development can provide additional information concerning the resources available to the non-traditional age student who wishes to enroll in the traditional undergraduate program.

Non-traditional students interested in earning their degree by taking evening/weekend classes should see the Hayworth College section of the Catalog.

Non-Degree students

Prospective students who are not candidates for a degree, but who wish to enroll for credit, may apply for admission as non-degree students. Non-degree students who already hold a bachelor's degree are allowed the privilege of unlimited credit hours. Non-degree students who do not already hold a bachelor's degree are limited to a cumulative total of 15 credit hours. The availability of space may limit enrollment in some courses.

Non-degree students must maintain at least a 2.000 average to continue their enrollment. A non-degree student who wishes to become a degree candidate must apply through the Undergraduate Office of Admissions.

Visiting students

Regularly enrolled students in good standing at other colleges and universities may apply as visiting (transient) students at Queens. Generally, a visiting student is admitted for only one term; however, visiting students may re-apply for additional terms. Application materials may be obtained from the Undergraduate Office of Admissions. Students must have the appropriate official from the parent institution submit a letter stating that the student is enrolled in the institution, is in good standing, and has permission to enroll in courses at Queens to be transferred back to the parent institution.

Accelerated admissions
Students with superior academic records may apply for admission during their junior year in high school. They must submit transcripts, recommendations and SAT scores or ACT scores and schedule a conference with an admissions counselor. In some states, local school authorities will grant a high school diploma after a year of college work; any such agreement is the responsibility of the student and the local authorities. A student also may obtain a high school equivalency certificate by examination. For students who have made plans for graduate school or professional study, accelerated admissions is one way of shortening the time before they can begin their careers.

High school dual enrollment
Any student who is a junior or a senior in a Charlotte-Mecklenburg area secondary school may enroll for courses at Queens during any term when recommended by the secondary school. Credit earned under the dual-enrollment program may be used at Queens or another institution as college credit when the student enrolls as a degree candidate. A high school student who wishes to dual enroll must apply through the Undergraduate Office of Admissions.

Home Schooled Students
Students who have followed a homeschool curriculum must follow all guidelines for freshmen admission. Evidence that the homeschool program is registered with the home state is also required.

Medical History
All applicants who accept the University's offer of admission must submit a complete medical History, including a physician's certified record of immunizations prior to the start of classes. Medical forms can be obtained from our Web site at: www.queens.edu/queens/campus/resources_health_medical_form.asp.

In Summary
Because the number of places in the Queens student body is limited, prospective freshmen should apply for admission early in their senior year of high school. Graduating high school seniors should request that their official transcripts, SAT or ACT scores and recommendations from the secondary school be sent to the Undergraduate Office of Admissions. Transfer students must request official transcripts from each high school and University they attended. The Undergraduate Office of Admissions will act on an application as soon as all information has been received. Accepted students are requested to mail a tuition deposit of $250 (or $1,000 for international students) to accept the Queens offer of admission.

Readmission
A student who has withdrawn in good academic standing and who wishes to return to Queens may apply for readmission by submitting an application to the Undergraduate Office of Admissions. If the student has taken classes at another institution, the student should provide a statement of good standing from the Dean of Students office. In addition, two original transcripts of any work attempted at other institutions must be sent to the Office of Admissions.

A student who wishes to be admitted following dismissal from the University must apply through the Readmission Committee of the Undergraduate Office of Admissions. A student who has medically withdrawn from the University must provide a letter from their attending physician describing the medical condition and providing clearance for the student to return to Queens.

The Undergraduate Program

DEGREE REQUIREMENTS

Queens University of Charlotte offers programs of study leading to the Bachelor of Arts, Bachelor of Music, Bachelor of Science and Bachelor of Science in Nursing degrees.

While these programs differ from each other in significant ways, each is rooted in the tradition of the liberal arts, and each provides students with an integrated and coherent program of study including the skills, competencies and knowledge necessary for a meaningful and successful life.

Accordingly, in order to earn a baccalaureate degree a student must meet the following requirements:

- earn a minimum of 122 credit hours. (No more than 60 academic credit hours and no more than four credit hours in physical education transferred from two year institutions may be applied to the minimum 122 hours required for graduation).
- satisfactorily complete all General Education requirements.
- satisfactorily complete all requirements for a Major.
- satisfactorily complete the requirements for a Concentration or a second Major.
- earn at least 36 credit hours at the 300 level or above.
- have a minimum cumulative grade point average of 2.000 in all work at Queens, and in all work in the major and concentration.
- complete the last 30 hours at Queens or in a Queens approved program.
- be in good standing with the Honor Code at the time the degree is awarded.

Residency Requirements

Every student earning their first baccalaureate degree must complete at least 45 credit hours of the 122 hours required for graduation at Queens University of Charlotte. However, the residency is reduced for second degree candidates and students in the RN-to-BSN program.

RN-to-BSN Candidates

RN-to BSN candidates must complete at Queens at least 36 of the 122 credit hours required for graduation.

Second Degree Candidates

Degree candidates who already hold an undergraduate baccalaureate degree from an accredited institution must complete at Queens only 30 of the 122 credit hours required for graduation. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

Residency for Graduation with Honors

Students must complete at least 60 hours at Queens to be eligible for graduation with honors.

Convocation Requirement

Students must attend the Fall, Spring and Awards Convocations held annually.

Assessment Requirement

Students are required to participate in a program of evaluation and assessment administered by the University to assess the effectiveness of a Queens education.

General Education Requirements

Core Program in the Liberal Arts

All full-time undergraduates in the traditional program must successfully complete the four courses in the Core program in the liberal arts: Core 112, Core 122, Core 222 and Core 412.

The Queens Core Program is a three-year interdisciplinary and interactive common experience organized developmentally and devoted to helping students examine the nature and direction of their lives. Its mission is to engage all traditional undergraduates in a shared experience of thinking critically about perennial human concerns and their diverse cultural and historical expressions, thereby educating students so that they may lead noble lives, pursue productive careers, and become responsibly active citizens in a global context. It relies especially on the opportunities for experiential learning afforded by Queens' location in a large city.

Freshmen

Students who enter Queens as freshmen take Core 112 in the fall semester and Core 122 in the spring semester. Sophomores take Core 222 in either the fall or the spring semester. There are no Core program courses in the third, or junior, year. Seniors take Core 412 in either the fall or spring semester. The Core courses should be taken in sequence and must always be taken for a letter grade.

Transfer Students

When a student transfers to Queens the Registrar determines the student's class status. Full-time students are required to begin the Core Program sequence at the point appropriate for their class status. The Registrar will also determine whether the student has transferred acceptable substitutes for any Core requirements. Students who lack acceptable substitutes may either take the Core Program course(s) lacking, or the appropriate course substitution(s). (See Core Program – Substitutions)

Part-Time Students

Part-time students are encouraged but not required to participate in the Core program. Should part-time students elect not to complete the courses in the Core sequence, they must complete approved Core program substitutions. (See Core Program – Substitutions) A student whose status changes from part-time to full-time must begin the Core Program sequence at the point appropriate to his or her class status at that time.

Writing Proficiency Requirement

A student must successfully complete English 110 and English 120 in order to graduate.

Writing-Intensive Course Requirement

All students must successfully complete one writing-intensive course in their major. Where several courses have been identified, students must take one, but may take others if they desire.

Mathematics proficiency

Upon entry into the undergraduate program all students will be required to take a Mathematics placement test. On the basis of the placement test results and their previous academic record, students will be placed in one of the following three categories:

Category one: Not required to take Mathematics courses as a general University require ment; if student does take a Mathematics course, placement is MATH 121 or above.
Category two: Required to successfully complete MATH 104 or above.
Category three: Required to successfully complete MATH 104 or above. Completion of MATH 099 is suggested before enrolling in another Mathematics course.

Foreign Language Proficiency Requirement
All students whose native language is English must demonstrate competency in a foreign language through the 102 level in order to earn the bachelor's degree. Competency may be demonstrated through a placement examination administered by the foreign language department or by successfully completing a three-hour course in that language at the 102 level or above.

Natural Science Requirement
All students must successfully complete at least one laboratory-science course carrying a minimum of four credit hours. Courses that satisfy this requirement are BIOL 100, 208, 209, ENVR 101, CHEM 101/101L, CHEM 111, CHEM 102/102L, ENVR 102, ENVR 201 and PHYS 101. BIOL 120, 211 or 212 will fulfill the natural science requirement for Nursing and Music Therapy majors only.

Cultural Arts and Appreciation Requirement
All students must successfully complete three credit hours in cultural arts selected from a list of either performance/studio or appreciation courses in art, music, literature, drama and dance. Courses designated as fulfilling the cultural arts and appreciation requirement will be indicated in each semester's course schedule. The hours may be taken within the student's concentration but not within the student's major.

Liberal Arts Elective Requirement
All students must successfully complete an additional 3 credit hour elective course in the liberal arts. This credit may not be applied to the major.

Physical Education Requirement
A student must complete two physical education courses, each carrying one credit hour. The required two hours should be completed by the end of sophomore year. Participation in varsity sports does not satisfy the physical education graduation requirement. Non-swimmers are encouraged to take PHED 151, Beginning Swimming, in the fall semester of freshman year. All students are encouraged to take additional courses beyond those which are required.

All physical education courses are graded on a Pass/No Record basis. A student may enroll in any number of physical education courses, but only four credits may be counted toward the 122 hours required for a bachelor's degree.

The Dean of the College of Arts and Sciences may exempt a student from the physical education requirement for medical or other appropriate reasons. Such requests should be submitted in writing, normally with a supporting recommendation from a physician or the chair of the physical education department. A student exempted from the physical education requirement must still earn 122 semester hours in order to graduate.

Internship Requirement
All full-time students are required to participate in a two credit-hour preparation course (INTE 297) and a four credit-hour internship experience (INTE 498 and INTE 499) before graduation. Students with 36 hours or more of transfer credit and students majoring in music therapy, elementary education or nursing are exempt from this requirement but are still eligible for internship credit, if desired. No more than 12 hours of internship credit (including 2 for INTE 297) shall be counted toward the 122 hours required for a bachelor's degree.

About the Internship Program
Queens University of Charlotte places special emphasis on internships. An internship is a planned and supervised out-of-class work experience where a student uses the skills, knowledge, and theories developed in the classroom setting in a real-world professional work environment. Queens University of Charlotte pays special attention paid to the integration of the work experience so there is a strong connection between theory and practice, study and work and academics and experience.

Typically during the sophomore year, prior to the internship experience, students complete a preparation course, INTE 297 The World of Work, which prepares the students for their internships. After successful completion of INTE 297, students seek out internships in coordination with the Manager of Internships. To receive academic credit for an internship, the student must enroll in INTE 498 or 499 and also submit an internship contract to the Manager of Internships.

Students majoring in education, music therapy and nursing will fulfill the internship requirement (INTE 297, INTE 498 and INTE 499) through practicum experiences in their major. A Professional Golf Management internship may fulfill the internship requirement if the student first registers for INTE498 or 499 and also submits an internship contract to the Manager of Internships. Participation in a 4 credit hour international internship will also satisfy the internship requirement.

INTE 297 is a graded course, while INTE 498 and 499 are taken on a Pass-Fail basis. INTE 497 allows students to gain 1-6 credit hours of additional internship experience beyond the INTE 498 and INTE 499 courses. INTE 497 is graded Pass-Fail.

CORE PROGRAM REGULATIONS

When a student transfers to Queens as a full-time student, the Registrar will determine the student's class status. The student will then begin the Core Program sequence at the point appropriate for that status.

In addition, however, the Registrar will determine whether or not the incoming student's transcript includes sufficient courses as measured by the list of substitutes for the Core Program courses not taken. Students who lack sufficient substitutes may either take the Core Program courses lacking or make up the past deficiencies with appropriate substitute courses.

Part-time, degree-seeking students who have not previously earned a baccalaureate degree are encouraged but not required to participate in the program. If part-time students elect not to complete the courses in the Core sequence, they must complete approved Core Program Substitutions in order to receive a bachelor's degree. Students who change from part-time to full-time must begin the Core Program sequence at the point appropriate to class status at that time.

Substitutions for Core Courses for Transfer Students

Based on the Registrar's evaluation of any transferred credits, a transfer student who cannot complete the Core program may be allowed to substitute other courses. Also, if a student fails a 100 or 200 level Core course or is unable to complete a Core course for sound reasons beyond the student's control, the student normally has the option of taking the course over or taking appropriate substitutes. There are no substitutions for CORE 412. The listing of Core program substitutions for 100- or 200-level Core courses follows:

CORE 100 Courses: 3 Courses (9-10 semester hours), one each from three areas:

Area One: one survey course in western or world civilization, art or literature; or an introductory religion or philosophy course.

Area Two: one survey course from the following: sociology, anthropology, macroeconomics, American History or American Political Science.

Area Three: one course dealing with critical thinking, e.g., laboratory science, Mathematics, economics, research methods or logic.

If a student has NO course in any of the areas listed, the student would complete three courses (one from each area) or CORE 112 and 122 OR a combination of CORE 122 and one substitute depending on the total number of credit hours transferred.

If a student has completed ONE course from one of the areas, the student would complete two additional courses (one from each of the remaining areas) OR would complete CORE 122 depending on the total number of credit hours transferred.

If a student has completed TWO courses from two areas, the student would complete one additional course from the remaining area OR take CORE 122.

Examples of Queens Courses (but not limited to the following):

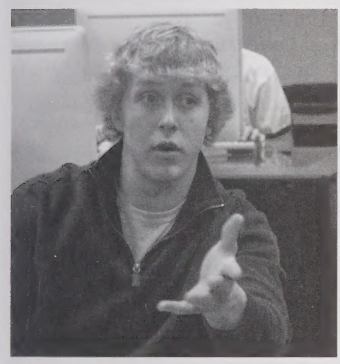
Area One: ART 215, ENGL 300, HIST 201, HIST 202, PHIL 203, RELG 205, RELG 206.

Area Two: SOCI 203, PSYC 303, ECON 203, POLS 101, POLS 201, HIST 203, HIST 204.

Area Three: BIOL 100, CHEM 101, ENVR 101, ENVR 102, PHYS 101, PHIL 204, MATH 104, MATH 206, HIST 299, PSYC 201L with PSYC 201, ENGL 207, ECON 204.

CORE 222: One course (3 semester hours), which is "international" in scope, e.g., World Religion, Anthropology, Macroeconomics, world-focused Political Science or History or equivalents to Queens' offerings in the International Studies major. A student takes CORE 222 OR one of the course substitutes listed depending on the total number of credit hours transferred.

Examples of Queens Courses (but not limited to the following): RELG 210, ANTH 201, ECON 203, POLS 250, POLS 299, POLS 270, HIST 307. See International Studies Major. CORE 412 There are no substitutions for CORE 412.



DEGREES

All candidates for the baccalaureate degree are required to meet all degree requirements as well as the requirements for their major. Each major leads to either a Bachelor of Arts degree (BA), a Bachelor of Science degree (BS), a Bachelor of Music degree (BM), or a Bachelor of Science in Nursing degree (BSN).

The BA degree is a liberal arts degree. It provides general knowledge in many fields and emphasizes intellectual skills such as thinking, problem solving, reasoning, and judgment. The primary goal of a liberal arts degree is not to prepare the student for a specific job but to develop an educated citizen, the traditional objective of a college education. A major for the Bachelor of Arts degree shall consist of no fewer than 30 credit hours. No more than 40 credit hours in the major department shall be required; students may, however, take more than 40 hours in a major department at their own initiative.

The BS degree is more specialized than the BA, emphasizing Mathematics, science, or computer skills. Majors in Biology, Chemistry, and Environmental Science lead to the Bachelor of Science degree. A major for the Bachelor of Science shall consist of no fewer than 32 credit hours. The Biology department also offers a major leading to the Bachelor of Arts degree.

The BM degree and BSN degree are more specialized. A major in Music Therapy leads to a bachelor of music degree, while a major in Nursing leads to a Bachelor of Science in Nursing degree.

MAJORS

A bachelor's degree requires the satisfactory completion of a major. The purpose of a major is twofold: to give the student an opportunity to achieve an appropriate level of mastery in a field of study and to enable the student to acquire knowledge, skills and perspectives which may help to make him or her effective in a career. A student will work with his or her faculty advisor to make a wise choice of a major.

The following majors are offered by the College of Arts and Sciences and professional Schools of the University in the traditional Undergraduate Program:

- Art History
- Studio Art
- Design
- Biochemistry
- Biology (BA)
- Biology (BS)
- Business Administration
- Chemistry
- Communication
- Computer Information Systems
- Foreign Languages (Dual)
- Elementary Education
- English
- English-Drama
- Environmental Science
- French
- History
- International Studies
- Mathematics
- Music - Instrumental Performance
- Music - Vocal Performance
- Music
- Music Therapy
- Nursing
- Philosophy-Religion
- Political Science
- Psychology
- Spanish

At least 50 percent of the credit hours required for the major must be earned at Queens. In addition, the University requires a minimum grade point average in the major of 2.000 for graduation. Some majors may require a higher minimum GPA. The requirements for the majors offered are by each department or school are described in the following sections of the Catalog.

Majors in Organizational Communication, Interior Design, Human and Community Services and Religion are offered only through the Hayworth College program of evening and weekend classes. They are possible options as a second major. See policy on Cross-Program Majors.

Declaration of a Major and Admission to the Major

Each student is required to declare a major no later than the pre-registration period of the second term of the sophomore year. After the student is admitted to a major, a faculty member in the major field will be assigned as the student's academic advisor.

Some majors require that the student submit a formal application after completion of prerequisites to the major. Admission to the major is not automatic. Students interested in a major requiring formal application should declare intention as early as possible so that an advisor can help select the appropriate prerequisite courses.

When a student is admitted to a major offered by the School of Business, School of Education, School of Communication or School of Nursing, the student will be simultaneously admitted to that School.

Students should be aware that major programs may have additional policies that apply to that major, including admission requirements and retention policies. Students are required to complete all requirements and follow all policies of their major.

Concentrations

An undergraduate program of study must include a concentration. However, students who complete a second major will not be required to complete a concentration. A concentration consists of a minimum number of hours and a prescribed program of courses. There are four different types of concentrations offered by the College of Arts & Sciences and Schools of the University: Pre-professional, Departmental, Multi-Disciplinary, Interdisciplinary and Restricted.

Some majors specify concentrations that students in that major must complete. If a major does not specify a particular concentration, a concentration from a different area than the major must be selected. Concentrations must be approved by the faculty advisor for the student's major.

Only one course may be used to complete both a concentration requirement and another graduation requirement.

Concentrations are housed in the academic departments or schools of the University. The requirements for the concentrations are described at the end of the department's or school's curriculum. A list of all concentrations available is found on page 100-102.

Self Designed Concentration

A student, in consultation with the faculty advisor and other faculty members, may design his or her own concentration. Forms to request a self designed concentration are available in the Office of the Registrar. The student must submit the completed form, signed by the faculty advisor and the heads of all departments involved, to the Registrar. The Registrar will obtain final approval from the advisor's Curriculum Committee and will then notify the student.

Elective courses

In consultation with the faculty advisor, a student chooses elective courses to complete the minimum number of hours required for graduation. Electives offer the student the opportunity to augment the major field of study with collateral areas of knowledge or to explore areas or skills quite distinct from the major.

Independent studies and directed readings

Under the direction of a member of the faculty, a student in good standing may undertake an independent study or directed reading of a topic of interest to the student and appropriate to the student's program of study. This study may take several forms, including projects, individual research, or directed readings. The student must submit a course proposal to the Office of the Registrar during the registration period. Independent Study/Directed Readings Proposal forms can be found on the Registrar's page of the Queens Web site.

PROGRAMS for ACADEMIC ENRICHMENT

The Honors Program

The Queens Honors Program provides a high degree of freedom for academically talented and motivated students. It is open to all students regardless of the major program of study and provides qualified students with an opportunity to work at an advanced level on topics of interest in seminars and in individually guided studies with faculty, leading ultimately to an Honors Thesis or Project written under the direction of a faculty member.

The work in honors courses is designed to challenge gifted students and help them improve their critical thinking skills, their research methods, and their ability to argue a claim persuasively. This enriching experience is also excellent preparation for further study at the graduate level.

The Honors experience begins with interdisciplinary seminars, followed by the Honors project. Usually begun at the beginning of the junior year, the Honors project is an opportunity for students to pursue a question or topic more deeply than otherwise possible in a normal four-year curriculum. Each Honors student chooses a faculty mentor to venture beyond the confines of a standardized curriculum. The final step is for the Honors student to share what was learned by giving back to a community (campus, civic or intellectual), and is often the most rewarding element of the program. This could involve publishing work in a peer-reviewed journal, presenting at a regional or national conference, mentoring K-12 students or leading a lunch discussion for faculty and students. Upon completion of the Honors Program requirements the words "With Honors" are added to the diploma. For more information see

http://www.queens.edu/honors/honors_program_requirements.asp.

Admission to the Honors Program

A limited number of incoming students are invited each year to join the Honors Program during the fall of their freshman year. Any student who has a minimum cumulative GPA of 3.25 after any semester, including the first, may apply and will then be accepted into the Honors Program. Students in the program must maintain a cumulative GPA of 3.25 for courses taken at Queens to remain in the program.

Students with grades of Incomplete and transfer students in their first semester at Queens are ineligible to participate in the Honors Program unless granted special permission from their advisor and the Honors Director.

Retention in the Honors Program

A student in the Honors Program must be enrolled for a minimum of 12 hours and maintain a cumulative grade point average of 3.25 or higher. If a student drops below the required cumulative 3.25 GPA after registering for an Honors course, the Registrar will drop the student from the Honors course at the beginning of the term.

Requirements

The requirements for completion of the Honors Program and graduation with honors thesis are:

HONR 110 Freshman Honors Seminar (3 credit hours)
HONR 210 Honors Seminar (3 credit hours)
HONR 310 Introduction to Honors Project (2 credit hours)
HONR 320 Honors Project (2 credit hours)
HONR 410 Honors Project (2 credit hours)
HONR 420 Honors Service (2 credit hours)

John Belk International Program

The John Belk International Program offers students the chance to broaden their global perspective, experience another culture and discover another part of the world.

All full-time students in the traditional undergraduate program who are in good standing with the University, have a minimum cumulative GPA of 2.000 and have third-year status are eligible to participate in the John Belk International Program. The Belk Program covers the major expenses for most program options.

Students may opt to take part in a faculty-led Study Tour, a Language and Cultural Immersion program, one of the special programs in Micronesia and Strasbourg, apply for a semester or year-long exchange program or take part in an international internship. Applications are made available for the following year's offerings during the spring term.

Each spring, rising juniors select the program that best fits their interests and academic needs, or begin the application process for the special, more competitive programs. Students normally participate following completion of the spring semester of their junior year.

Other Study Abroad

In addition to arranging study tours, international internships and language and culture programs, the John Belk International Program Office aids students who wish to spend a term, academic year or summer studying abroad. Students may take part in approved programs of study for American students, attend a foreign University or participate in a work/service program. Queens is affiliated with NAFSA: Association of International Educators; the Institute for International Education; and the Council for International Educational Exchange, which offers study-abroad and work abroad programs worldwide.

Requirements and Qualifications for JBIP Programs

At the time of application all applicants must:

- be sophomores in no less than their fourth regular semester of University study;
- have a minimum of 52 earned hours at the beginning of the Fall Term or a minimum of 65 earned hours by the end of the Fall Term;
- have a minimum cumulative GPA of 2.000 at the time of application for the program and during the semester immediately preceding the program;
- be in good standing with the Honor Code at the time of application and during the entire semester immediately preceding the program; and
- be in good financial standing with the University.

In order to participate in the Belk Program all applicants must also:

- maintain a minimum cumulative GPA of 2.000 through the term during which they are enrolled in the JBIP 210 "Study Tour Preparation" course;
- successfully complete the semester's work immediately prior to the program;
- remain in good standing with the Honor Code during the entire semester preceding the Study Tour;
- remain in good financial standing with the University; and
- agree to abide by all University rules and regulations governing the John Belk International Program.

Study Tour Policies

Queens' policy is that students in the traditional undergraduate program are not normally eligible to participate in a JBIP Study Tour until the end of their junior year; the only exception is for students who participate in the JBIP study abroad programs or winter study tours during their junior year or students who participate at their own expense.

Students minimally eligible to apply for JBIP programs are current sophomores (in their fourth semester of college) who will be at least second-semester juniors in the term after which they will take part in their JBIP program and who, by that time, will have been full-time students in the traditional undergraduate program for at least four semesters. Juniors who have been full-time students in the traditional undergraduate program at Queens for fewer than four semesters may participate fully by paying a prorated supplement.

Others – part-time students, Hayworth College students and students who wish to have a JBIP program before they are eligible to do so – may participate at their own expense and on a space-available basis.

Study Tour Courses

Students must enroll in JBIP 210 (Study Tour Preparation Course – 2 credit hours) the semester before their Study Tour and earn a grade of C- or better. The student who earns a grade below a C- will not be eligible for the Study Tour.

Students will be enrolled in JBIP 220 (Study Tour – 3 credit hours) by the Belk Program the semester of the Study Tour.

Important JBIP Notes:

- All Study Tours are planned and arranged by the John Belk International Program Office and led by Queens faculty.
- All Study Tours are offered contingent upon sufficient enrollment and have a limited number of places.
- All other offerings – language immersion and study abroad programs and international internships – are also arranged by the Belk Program Office.
- Please note that students should not assume that they will be able to travel independently at the end of their Belk study tours.

For more information visit http://www.queens.edu/international.

THE JOHN BELK INTERNATIONAL PROGRAM
AT QUEENS UNIVERSITY OF CHARLOTTE
Munich... Bel
Strasbou
Prague... Berlin... Bastogne... Paris... Kosrae... Yap... Kilkenny... Manuel Antonio... Sippy Downs... Hong Kong... Cleraine...
Dingle... Nenja...

OTHER EDUCATIONAL OPPORTUNITIES

Teacher Education

A student may earn a teaching license at the elementary or secondary level as part of the baccalaureate program of study. Students must apply to the School of Education for admission by the end of the sophomore year. For more information, see the School of Education.

Students who have already earned a bachelors degree and wish to become licensed at the elementary or secondary level may pursue licensure through the School of Education's post-baccalaureate teacher licensure programs offered through the Hayworth College. (See Hayworth College – School of Education)

Admission of Undergraduate to Graduate Study

Seniors at the University with a cumulative grade point average of 3.5 or better may enroll in a graduate course at Queens subject to written approval, prior to registration, by the department or school offering the course. A full-time student should take no more than 18 credit hours in any semester which includes a graduate course. A part-time student should take no more than 6 credit hours in any semester which includes a graduate course. All students will be charged the graduate program rate. These graduate credit hours may be counted toward the credit hours required for the baccalaureate degree, and toward the residency requirement (6 hours max). The student who is subsequently admitted to a graduate program may request that these credit hours be included as part of the graduate program.

Pre-Professional Advising Programs

Students who wish to prepare for post-baccalaureate professional education in a number of fields are served at Queens by a special faculty advisor and by the faculty in the Internships and Career Resources Center. Students are encouraged to consult the appropriate advisor in planning their course work. Such students may, in combination with an individual major, elect to structure a program of study which is recommended as suitable preparation by the faculties and admissions committees of graduate programs.

Recommendations for appropriate courses for students in any major who wish to pursue professional studies after graduation in dentistry, law, medicine, occupational therapy, physical therapy or veterinary medicine are listed on page 50-51. Students who plan to apply to professional programs should check the admissions requirements for each school to which they might apply.

Students interested in medicine, dentistry and physical therapy are encouraged to consult the pre-med advisor. Students are advised to complete a sound liberal arts program in any major, provided that sufficient and appropriate courses in the natural sciences and Mathematics are included. Information concerning the Medical College Admission Test (MCAT) is available from the Center for Career Development.

Law schools do not require or recommend specific majors. They do advise, however, that students examine a wide variety of subjects and ideas which lead to a broad understanding of the political, economic, social and cultural forces affecting our body of law and the society it orders. They also recommend that students develop the skills of logical reasoning, problem solving and effective written and oral Communication. Such areas of knowledge are comprehensively addressed in the Core Program in the Liberal Arts at Queens as well as in individual majors. Students interested in preparation for legal studies are encouraged to consult the pre-law advisor and may wish to join the Justinian Society to broaden their knowledge of the law and current legal issues. Information concerning the Law School Admissions Test (LSAT) is available at the Internships and Career Programs Office.

Summer Study
The University offers a summer semester through the Hayworth College program. Classes may be offered in the evenings, on the weekend or online. For more information see the Hayworth College Office.

Queens-Presbyterian School of Christian Education Dual Degree Program
Queens University of Charlotte maintains an agreement with the Presbyterian School of Christian Education (PSCE) in Richmond, Virginia, through which a student can earn both the Bachelor of Arts and Master of Arts degrees by studying for three years at Queens and for two years at the PSCE. The student is required to complete 92 credit hours at Queens and will receive the B.A. degree from Queens upon completion of the necessary 30 additional hours in appropriate courses at the PSCE. The student must, of course, satisfy all other degree requirements at Queens as well, including the Core Program in the Liberal Arts. Students interested in this program should contact the Office of Admissions.

THE COLLEGE of ARTS and SCIENCES

The mission of the College of Arts & Sciences is to educate students in the tradition of the liberal arts to prepare them for noble lives, productive careers and responsibly active citizenship in an increasingly diverse, technological and global society.

The College of Arts & Sciences is composed of 13 departments offering the following majors with a variety of tracks and concentrations.

FINE ARTS

Art Department
- Art History Major
- Studio Art Major
- Design Major
- Interior Design Major**

Music Department
- Music Major
- Music - Instrumental Performance Major
- Music - Vocal Performance Major
- Music Therapy Major

NATURAL SCIENCES and MATHEMATICS

Biology Department
- Biology Major (BA)
- Biology Major (BS)

Chemistry Department
- Biochemistry Major
- Chemistry Major

Environmental Science Department
- Environmental Science Major

Mathematics and Computer Information Systems Department
- Mathematics Major
- Computer Information Systems Major

HUMANITIES

English-Drama Department
- English Major
- English-Drama Major

History Department
- History Major

Foreign Language Department
- French Major
- Spanish Major
- Dual Language Major

Philosophy and Religion Department
- Philosophy-Religion Major
- Religion Major**

SOCIAL SCIENCES

Physical Education Department

Political Science and International Studies Department
- Political Science Major
- International Studies Major

Psychology Department
- Psychology Major
- Human and Community Services Major**

For additional majors see the Schools of Business, Nursing, Education and Communication.

****Hayworth College Majors**

The College of Arts & Sciences offers the English and Psychology majors in both the traditional undergraduate program and the Hayworth College program.

The College of Arts & Sciences offers the Interior Design major, Human and Community Services major and the Religion major only through the Hayworth College program. Undergraduates may choose one of these as a second major, but must be prepared to take the required courses when they are offered through Hayworth College - in the evening, on weekends, online, and/or as summer classes. Permission of the dean is required.

ART DEPARTMENT

The Department of Art offers three majors. The curriculum is designed to prepare students for graduate study, teaching, museum work and professional careers in art and design areas. Studio experiences are balanced with courses in art History and the liberal arts to strengthen the humanistic base of the program. The essential aim of the program is to develop intellectual and performance abilities and assure a sound foundation for further development of the student or for his or her entry into a professional field.

Majors

Students may earn a Bachelor of Arts degree with a major in Art History, Studio Art or Design. The writing-intensive course requirement is met with ART 400.

Art History Major

Requirements: Students are required to complete 42 hours in the Art History major.

Requirements for the major in Art History are:

ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art to the Present Time
ART 306 History of Design
ART 309 Ancient Art: The Birth of Art
ART 313 Medieval & Renaissance Art: Faith versus Humanism
ART 316 Baroque & Rococo Art: The Age of Exploration
ART 308 19th Century Art: The Rise of Modernism
ART 315 20th and 21st Century Art: Art of the Modern Era
ART 325 History of Photography
ART 400 Art Criticism
ART 407 Topics in Art History
ART 498 Senior Paper
Plus two of the following Studio Art courses:
ART 204 Drawing
ART 223 Ceramics
ART 226 Digital Photography
ART 227 Photography I
ART 229 Photography II
ART 235 Two-Dimensional Design Lab
ART 302 Painting
ART 303 Sculpture
ART 304 Printmaking
Total: 42 Hrs.

Studio Art Major

Requirements: Students are required to complete 42 hours in the studio art major.

Requirements for the major in Studio Art are:

ART 204 Drawing
ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art to the Present Time
ART 235 Two-Dimensional Design Lab
ART 236 Three-Dimensional Design Lab
ART 400 Art Criticism
ART 497 Senior Critique

Plus three of the following Studio Art courses:
ART 223 Ceramics
ART 302 Painting
ART 303 Sculpture
ART 304 Printmaking
Plus one of the following Art History courses:
ART 306 History of Design
ART 308 19th Century Art: The Rise of Modernism
ART 309 Ancient Art: The Birth of Art
ART 313 Medieval & Renaissance Art: Faith verses Humanism
ART 316 Baroque & Rococo Art: The Age of Exploration
ART 315 20th and 21st Century Art: Art of the Modern Era
ART 325 History of Photography
ART 407 Topics in Art History
Plus:
ART 305 Advanced Studio (to be taken 3 times)
Total: 42 Hrs.

Design Major

Requirements: Students are required to complete 42 hours in the design major.

Requirements for the major in Design are:
ART 204 Drawing
ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art to the Present Time
ART 235 Two-Dimensional Design Lab
ART 236 Three-Dimensional Design Lab
ART 400 Art Criticism
ART 497 Senior Critique
Plus the following for the Graphic Design track:
ART 208 Graphic Design I
ART 226 Digital Photography
ART 305 Advanced Studio-Graphics
ART 306 History of Design
ART 365 Graphic Design II
ART 406 Topics in Studio Art
Plus the following for the Interior Design track:
ARDE 201 Fundamentals of Interior Design I
ARDE 202 Fundamentals of Interior Design II
ARDE 301 Textiles in Interior Design
ARDE 311 Computer Aided Design
ARDE 325 History of Architecture and Furniture
ART 305 Advanced Studio
Plus one of the following:
ARDE 329 Business Practices for Interior Design Professionals
ARDE 401 Product Design
ART 223 Ceramics
ART 227 Photography
ART 302 Painting
ART 303 Sculpture
ART 304 Printmaking
ART 306 History of Design

ART 308 19th Century Art: The Rise of Modernism
ART 315 20th and 21st Century Art: Art of the Modern Era
ART 325 History of Photography
Total: 42 Hrs.

Concentrations Housed in the Art Department

STUDIO ART CONCENTRATION

ART 235 Two-Dimensional Design Lab
ART 236 Three-Dimensional Design Lab
Plus one of the following:
ART 215 Ancient to Early Renaissance
ART 216 Renaissance to Modern
Plus two additional Studio Art courses:
ART 204 Drawing
ART 223 Ceramics
ART 226 Digital Photography
ART 227 Photography
ART 302 Painting
ART 303 Sculpture
ART 304 Printmaking
Total: 15 Hrs.

ART HISTORY CONCENTRATION

ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art to the Present Time
Plus three of the following:
ART 306 The History of Design
ART 308 19th Century Art: The Rise of Modernism
ART 309 Ancient Art: The Birth of Art
ART 313 Medieval & Renaissance Art: Faith verses Humanism
ART 315 20th and 21st Century Art: Art of the Modern Era
ART 316 Baroque & Rococo Art: The Age of Exploration
ART 325 The History of Photography
ART 400 Art Criticism
ART 407 Topics in Art History
Total: 15 Hrs.

GRAPHIC DESIGN CONCENTRATION

ART 208 Graphic Design I
ART 365 Graphic Design II
ART 235 Two-Dimensional Design Lab
ART 406 Topics in Studio Art
Plus one of the following Art History Courses:
ART 216 High Renaissance Art to the Present Time
ART 306 History of Design
Plus one of the following Studio Art Courses:
ART 204 Drawing
ART 226 Digital Photography
Total: 18 Hrs.

INTERIOR DESIGN CONCENTRATION
ARDE 201 Fundamentals of Interior Design I
ARDE 202 Fundamentals of Interior Design II
ART 216 High Renaissance Art to the Present Time
ART 306 History of Design
Plus choose two of the following:
ARDE 301 Textiles in Interior Design
ARDE 401 Product Design
ART 204 Drawing
ART 235 Two-Dimensional Design Lab
Total: 18 Hrs.

ARTS MANAGEMENT
Restricted to majors in Art, Music and English/Drama
BUSN 115 Introduction to Business
BUSN 340 Marketing
COMM 101 Introduction to Communication Studies
COMM 342 Public Relations
Plus choose one of the following:
COMM 207 Advanced Expository Writing or ENGL 207 Nonfiction Writing
BUSN 333 Principles of Management
Total: 15 Hrs.

BIOLOGY DEPARTMENT

To serve the needs of the liberal arts student, the department offers introductory work to enhance students' understanding of Biology from the organismal to the molecular level. An emphasis is given to the importance of this knowledge for everyday living and decision making in a complex world.

Degrees
The Biology Department offers two majors in Biology, one leading to the Bachelor of Science degree and the second leading to the Bachelor of Arts degree.

The major leading to the Bachelor of Science degree consists of a group of five core courses and the choice of one of three possible tracks in general Biology, ecology or pre-professional studies. The general track is suited for students who wish to explore within the major, have interest in graduate school or desire to teach at the secondary level. The ecology track will allow students to focus on ecological studies, environmental issues or organismal Biology. The pre-professional track is designed for students interested in medicine, dentistry, veterinary medicine or allied health fields such as physicians assistant, physical therapy or other clinically related professions.

Careers
Major study in Biology provides basic preparation leading to work in research and medical laboratories, government positions, related businesses, teaching, graduate study in Biology and related disciplines, and studies in medicine, dentistry, veterinary medicine or other allied health professions.

Teacher licensure
Students majoring in Biology may earn licensure to teach on the secondary level (grades 9-12). For more information see the School of Education.

Writing-intensive course requirement
The writing-intensive course requirement is met with BIOL 360.

Prerequisites
BIOL 208 or 209 are prerequisite to all courses numbered 300 or above.

Biology Major (BS)

Requirements: For the major in Biology leading to the Bachelor of Science degree, students are required to complete 67 hours in the major, which includes the required 30 hour concentration Physical Science I.

Requirements for a major in Biology leading to the BS degree are:

Core courses: (18h)
BIOL 208 Principles of Biology I (4 hrs.)
BIOL 209Principles of Biology II (4 hrs.)
BIOL 360 Seminar (3 hrs.)
BIOL 402 Genetics (4 hrs.)
BIOL 470 Biological Investigation (may be repeated once) (3 hrs.)

Plus one of the following tracks

General Track
BIOL 320 Zoology or BIOL 311 Botany (4 hrs.)
Plus an additional 14 hours in the major chosen from courses numbered 300 or above.
Additional courses:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
PHYS 101, 102 General Physics I and II
MATH 121 Calculus I
MATH 122 Calculus II or MATH 206 Statistics

Ecology Track
BIOL 320 Zoology or BIOL 311 Botany (4 hrs.)
BIOL 304 Ecology
Plus an additional 10 hours in the major chosen from courses numbered 300 or above.
Note: BIOL 330 Field Studies (recommended)
Additional courses:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
ENVR 102 Geology
ENVR 202 Conservation Biology
MATH 121 Calculus I
MATH 206 Statistics

Health Professions Track
Choose 2 of the following 4 courses
BIOL 307 MicroBiology (4 hrs.)
BIOL 320 Zoology (4 hrs.)
BIOL 400 Cell Biology (4 hrs.)
BIOL 401 Comparative Physiology (4 hrs.)
Plus an additional 10 hours in the major chosen from courses numbered 300 or above.
Additional courses:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
PHYS 101, 102 General Physics I and II
MATH 121 Calculus I
MATH 122 Calculus II or MATH 206 Statistics

Biology Major (BA)

Requirements: For the major in Biology leading to the Bachelor of Arts degree students are required to complete 36 hours in Biology plus 14 hours in Chemistry and Mathematics.

Requirements for a major in Biology leading to the BA degree are:
Core courses: (18h)
BIOL 208 Principles of Biology I (4 hrs.)
BIOL 209 Principles of Biology II (4 hrs.)
BIOL 360 Biology Seminar (3 hrs.)
BIOL 402 Genetics (4 hrs.)
BIOL 470 Biological Investigation (may be repeated once) (3 hrs.)
General Track (18 h)
BIOL 320 Zoology or BIOL 311 Botany
Plus an additional 14 hours in the major chosen from courses numbered 300 or above.
Additional courses:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
MATH 206 Statistics
One additional math course

Concentrations Housed in the Biology Department

BIOLOGICAL SCIENCES CONCENTRATION
BIOL 208 Principles of Biology I
BIOL 209 Principles of Biology II
BIOL 320 Zoology or BIOL 311 Botany
One additional Biology course numbered 300 or above.
Total Hours 15-16 Hrs.

HUMAN BIOLOGY CONCENTRATION
BIOL 100 Biology for Non-Majors
BIOL 211 Anatomy & Physiology I
BIOL 212 Anatomy & Physiology II
BIOL 402 Genetics
Total Hours 16 Hrs.

ENVIRONMENTAL BIOLOGY CONCENTRATION
Interdisciplinary - Housed in the Biology Department
BIOL 208 Principles of Biology I
BIOL 304 Ecology
ENVR 201 Physical Geography
POLS 340 Environmental Politics
Choose one:
BIOL 320 Zoology
BIOL 311 Botany
Total Hours 19 Hrs.
Note: This concentration is not available for Biology majors.

PHYSICAL SCIENCES CONCENTRATION I
Interdisciplinary – Housed in the Department of Biology
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
PHYS 101 General Physics
PHYS 102 General Physics
MATH 121 Calculus I
Choose one course:
MATH 122 Calculus II
MATH 206 Statistical Methods
Total Hours 30 Hrs.

PRE-MEDICAL/PRE-DENTAL PROGRAM
Housed in the Biology Department
BIOL 209 Principles of Biology II
BIOL 402 Genetics
CHEM111, 111L Chemical Principles I & Lab
CHEM112, 112L Chemical Principles II & Lab
CHEM303, 303L Organic Chemistry I & Lab
CHEM304, 304L Organic Chemistry II & Lab
PHYS 101 General Physics I
PHYS 102 General Physics II
MATH 111 Precalculus

In addition to the above, the following courses are recommended but not required:
BIOL 400 Cell Biology
BIOL 307 Intro to MicroBiology
BIOL 401 Comparative Physiology
CHEM 403, 403L Biochemistry I and Lab
CHEM 404, 404L Biochemistry II and Lab
MATH 121 Calculus
Total 35 Hrs.

PRE-PHYSICAL THERAPY PROGRAM
Housed in the Biology Department
Choose one:
MATH 104 Mathematical Ideas
MATH 111 Precalculus
MATH 121 Calculus I
Choose one:
BIOL 307 MicroBiology
BIOL 402 Genetics
BIOL 403 Developmental Biology
Plus:
MATH 206 Statistics
BIOL 100 Biology for Non-Majors
BIOL 211 Anatomy & Physiology I
BIOL 212 Anatomy & Physiology II
CHEM 111, 111L Chemistry Principles I & Lab

CHEM 112, 112L Chemistry Principles II & Lab
PHYS 101 General Physics
PHYS 102 General Physics
PSYC 201 General Psychology
PSYC 304 Abnormal Psychology
PSYC 320 Developmental Psychology
Total 47 Hrs.

PRE-OCCUPATIONAL THERAPY PROGRAM
Housed in the Biology Department
Choose one:
MATH 104 Mathematical Ideas
MATH 111 Precalculus
MATH 121 Calculus I
Plus:
MATH 206 Statistics
BIOL 100 Biology for Non-Majors
BIOL 211 Anatomy & Physiology I
BIOL 212 Anatomy & Physiology II
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
PHYS 101 General Physics
PHYS 102 General Physics
PSYC 201 General Psychology
PSYC 304 Abnormal Psychology
Total 40 Hrs.

PRE-VETERINARY MEDICINE PROGRAM
Housed in the Biology Department
BIOL 209 Principles of Biology II
BIOL 307 MicroBiology
BIOL 402 Genetics
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
CHEM 403, 403L Biochemistry I
MATH 121 Calculus I
MATH 206 Statistics
PHYS 101 General Physics
PHYS 102 General Physics
NURS 205 Nutrition
Total 49 Hrs.
Note: BIOL 400, Cell Biology, and BIOL 401, Comparative Physiology, are strongly recommended.

CHEMISTRY DEPARTMENT

The Chemistry program is designed to provide an educational experience with considerable depth in science and Mathematics.

Majors
The Chemistry Department offers majors in Chemistry and in Biochemistry, both leading to the Bachelor of Science degree.
Careers
A Bachelor of Science in Chemistry or Biochemistry prepares students for a wide variety of careers. These careers include research, medicine, pharmacy, pharmacology, forensic science, laboratory technology, medical technology, dental technology, physical therapy and veterinary medicine.
Natural science requirement
The natural science requirement is met with CHEM 101 with 101L, or CHEM 111 with 111L.
Writing-intensive course requirement
The writing-intensive course requirement is met with CHEM 305.

Biochemistry Major

Requirements: Students are required to complete 36 hours in the biochemistry major.

Requirements for the major in Biochemistry are:
Core:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
CHEM 305, 305L Quantitative Analysis & Lab
CHEM 307, 307L Instrumental Analysis & Lab
CHEM 308, 308L Physical Chemistry & Lab
CHEM 403, 403L Advanced Biochemistry I & Lab
CHEM 404, 404L Advanced Biochemistry II & Lab
BIOL 209 Principles of Biology II
BIOL 402 Genetics
Plus: Choose two of the following:
BIOL 307 Intro to MicroBiology
BIOL 311 Botany
BIOL 400 Cell Biology
BIOL 401 Comparative Physiology
BIOL 403 Developmental Biology
Plus Physical Sciences II Concentration:
PHYS 101 General Physics
PHYS 102 General Physics
MATH 121 Calculus I
MATH 122 Calculus II
CSCI 131 Computer Science I

Chemistry Major

Requirements: Students are required to complete 35 hours in the Chemistry major.

Requirements for the major in Chemistry are:
Core:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
CHEM 305, 305L Quantitative Analysis & Lab
CHEM 307, 307L Instrumental Analysis & Lab
CHEM 308, 308L Physical Chemistry I & Lab
CHEM 309, 309L Physical Chemistry II & Lab
CHEM 320 Inorganic Chemistry
BIOL 209 Principles of Biology II
Plus: Either CHEM 401/401L or CHEM 403/403L
Plus: 4 hours of Biology at the 200 level or above
Plus Physical Sciences II Concentration: PHYS 101, PHYS 102, MATH 121, MATH 122 and CSCI 131.

Concentrations Housed in the Chemistry Department

CHEMISTRY CONCENTRATION
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 305, 305L Quantitative Analysis & Lab
Total Hours 16 Hrs.

PHYSICAL SCIENCES CONCENTRATION II
Interdisciplinary – Housed in the Department of Chemistry
Required for Biochemistry major; also open to other majors
PHYS 101 General Physics
PHYS 102 General Physics
MATH 121 Calculus I
MATH 122 Calculus II
CSCI 131 Computer Science I
Total Hours 17 Hrs.

PHYSICAL SCIENCES CONCENTRATION III
Interdisciplinary – Housed in the Department of Chemistry
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
PHYS 101 General Physics
PHYS 102 General Physics
Total Hours 16 Hrs.

ENVIRONMENTAL CHEMISTRY CONCENTRATION
Interdisciplinary - Housed in the Department of Chemistry
CHEM 111 Chemistry Principles I
CHEM 112 Chemistry Principles II
CHEM 305 Quantitative Analysis
ENVR 201 Physical Geography
POLS 340 Environmental Politics
Total Hours 19 Hrs.
Note: This concentration is not available for Biology majors.

ENGLISH-DRAMA DEPARTMENT

The English-Drama Department offers two majors, English and English-Drama, both leading to the Bachelor of Arts degree. There are three areas of specialization, literature, creative writing, and drama, each offering additional skills as well as preparation for further study in a range of graduate programs. Courses offered in the department include composition, literature, creative writing, film and dramatic arts.

Drama Major
Drama constitutes a separate major in the English Department. The Drama major is not offered in Hayworth College.
Double Majors in English and English-Drama
It is possible for a student to double-major in English (choosing one of the tracks) and English-Drama.
Teacher Licensure
A student who majors in English may obtain a teaching license at the secondary level within the baccalaureate program. See the School of Education for more information.
Writing-intensive course requirement
The writing-intensive course requirement for the English and Drama majors is met with ENGL 205 Introduction to Literary Studies. Students are encouraged to take this course as soon as possible after the declaration of the major.

English Major

Literature and Creative Writing Tracks
English majors choose one of two tracks: Literature or Creative Writing. The tracks allow students to concentrate on their area of interest after the Core courses for the major are completed. It is also possible to complete both tracks by taking all of the courses required for each track.

The requirements for the Literature track give students a comprehensive background in all periods and genres of literature in survey courses as well as in-depth study of a wide variety of literary works in advanced seminar-style courses. Critical theory and analysis as well as research and writing form the foundation of the literature track.

Students in this track are strongly encouraged to take more than the minimum number of required literature courses to ensure broad exposure to all periods and genres.

The requirements for the Creative Writing track allow flexibility and concentration on creative writing skills while providing students with a strong background in literature and literary theory. Students in the Creative Writing track are mentored by writers on the faculty and encouraged to take part in campus readings and Creative Writing events.

Students in this track are strongly encouraged to take more than the minimum number of literature courses and to take all four Creative Writing courses.

The study of English focuses on the various ways that human beings have sought to understand their lives and the world through the writing of stories, poems, essays, plays and novels. The English major provides both a historical knowledge of the development of literature and an understanding of the different forms and styles of literature. The major develops skills in close reading, careful analysis and forceful, articulate writing that are necessary for a broad range of careers and also prepares students for specific graduate programs such as law school and graduate study in literature, composition theory, creative writing and American Studies.

Requirements
Students are required to complete 36 hours in the English major.

Prerequisites
Two courses at the 200 level are prerequisite to all English courses numbered 300 or above unless special permission is obtained from the department. Special consideration will be given, in certain cases, to non-English majors who desire to take courses numbered 300 or above. ENGL 110 and 120 (or the equivalent) are prerequisite to all other courses in the English Department.

Requirements for the major in English are:
Core Requirements:
ENGL 205 Introduction to Literary Studies
ENGL 210 British Literature to 1660
ENGL 220 British Literature 1660 to Present
ENGL 230 American Literature 1620-1865
ENGL 240 American Literature 1865-Present
ENGL 460 Literary Criticism
Plus: Completion of the literature or writing track.

Literature Track Requirements
Choose a minimum of one of the following World courses:
ENGL 300 World Literature
ENGL 303 Major Figures in World Drama: Ancient Greece to the Renaissance
ENGL 304 Major Figures in World Drama: Renaissance to the Present
ENGL 335 Women Writers
ENGL 355 Special Studies in Literature [with a world focus]
Choose a minimum of two of the following Medieval/Renaissance courses:
ENGL 309 Chaucer and Medieval Literature
ENGL 313 Shakespeare
ENGL 318 The Seventeenth Century
Choose a minimum of one of the following Nineteenth Century courses:
ENGL 322 Nineteenth Century British Literature
ENGL 324 Nineteenth Century American Literature
Choose a minimum of one of the following Modern courses:
ENGL 327 Modern Drama
ENGL 329 The Literature of Modernism
ENGL 332 African American Literature
ENGL 333 Southern Literature
ENGL 350 Contemporary Literature

Choose a minimum of one of the following Genre courses:
ENGL 320 Linguistics
ENGL 325 The Novel
ENGL 336 Tragedy
ENGL 337 Comedy
ENGL 351 Literature and Film

Creative Writing Track Requirements
ENGL 206 Introduction to Creative Writing
Plus two of the following:
ENGL 307 Writing of Creative Nonfiction
ENGL 308 Writing of Poetry
ENGL 310 Writing of Fiction
Plus choose a minimum of two from the following period courses:
ENGL 309 Chaucer and Medieval Literature
ENGL 313 Shakespeare
ENGL 318 Seventeenth Century
ENGL 322 Nineteenth Century British
ENGL 324 Nineteenth Century American
ENGL 329 The Literature of Modernism
Plus choose a minimum of one from the following special area courses:
ENGL 300 World Literature
ENGL 320 Linguistics
ENGL 325 The Novel
ENGL 327 Modern Drama
ENGL 332 African American Literature
ENGL 333 Southern Literature
ENGL 335 Women Writers
ENGL 336 Tragedy
ENGL 337 Comedy
ENGL 350 Contemporary Literature
ENGL 351 Literature and Film

English – Drama Major

The English-Drama major provides the opportunity for concentrated work in dramatic literature and theatrical production. Electives may be chosen from the related fields of literature, dance and music. This major will introduce the student to all phases of theatrical and dramatic theory and practice.

Requirements
Students are required to complete a minimum of 38 hours in the English/Drama major.
Requirements for a major in English-Drama are:
DRAM 103 Sounds of Standard American English
ENGL 205 Introduction to Literary Studies
ENGL 300 World Literature
ENGL 313 Shakespeare
DRAM 303 Major Figures in World Drama: Ancient Greece to the Renaissance
DRAM 304 Major Figures in World Drama: Renaissance to Modern
DRAM 250 Beginning Acting
DRAM 315 Theatrical Production Technique
DRAM 352 Directing for the Theater
DRAM 451 Senior Project

DRAM 317 Practicum in Play Production (minimum 2 Hrs.)
Plus DRAM 231 Film History and Criticism or DRAM 233 Television History and Criticism or
DRAM 350 Advanced Acting
Plus DRAM 336 Tragedy or DRAM 337 Comedy
Plus DRAM 327 Modern Drama or DRAM 355 Topics in Dramatic Literature

Concentrations Housed in the English-Drama Department

AMERICAN LITERATURE CONCENTRATION
ENGL 230 Survey of American Literature–1620 to 1865
ENGL 240 Survey of American Literature–1865 to Present
ENGL 324 Nineteenth Century American Literature
ENGL 333 Southern Literature
ENGL 332 African American Literature
Total Hours 15 Hrs.

AMERICAN STUDIES CONCENTRATION
Interdisciplinary concentration housed in the English Department
AMST 201 Introduction to American Studies
AMST 300 Topics in American Studies
Choose one:
ENGL 230 American Literature 1620-1865
ENGL 240 American Literature from 1865 -present
HIST 203 American History to 1877
HIST 204 American History since 1877
Choose one:
AMST 300 Topics in American Studies (in addition to one required above) OR one elective from a course that takes America as its primary area of inquiry, excluding courses offered by the History and English departments.
Total Hours 15 Hrs.

BRITISH LITERATURE CONCENTRATION
ENGL 210 British Literature to 1660
ENGL 220 British Literature after 1660
Plus three courses from:
ENGL 309 Chaucer and Medieval Literature
ENGL 313 Shakespeare
ENGL 318 The Seventeenth Century
ENGL 322 Nineteenth Century British Literature
Total Hours 15 Hrs.

DRAMATIC LITERATURE CONCENTRATION
DRAM/ENGL 303 Major Figures/World Drama: Ancient to Renaissance
DRAM/ENGL 304 Major Figures/World Drama: Renaissance to Modern
ENGL 313 Shakespeare
Choose one:
DRAM 327 Modern Drama
DRAM 355 Topics in Dramatic Literature
Choose one:
DRAM 336 Tragedy
DRAM 337 Comedy
Total Hours 15 Hrs.

THEATRE CONCENTRATION
DRAM 103 The Sounds of Standard American English
DRAM 250 Beginning Acting
DRAM 315 Theatrical Production Technique
DRAM 317 Practicum in Play Production
DRAM 350 Advanced Acting
DRAM 352 Directing
Total Hours 16 Hrs.

WRITING CONCENTRATION
Choose three courses:
ENGL 206 Introduction to Creative Writing
ENGL 307 Writing of Creative Non-Fiction
ENGL 308 Writing of Poetry
ENGL 310 Writing of Fiction
Plus: Two modern literature courses, 300 level or above
Total Hours 15 Hrs.

ENVIRONMENTAL SCIENCE DEPARTMENT

Environmental Science Major

This major consists of core courses in Environmental Science, Chemistry, Biology and Physics, complemented by electives in these disciplines plus Political Science, Communication and other fields. Scientific theory is blended with technical training.

Degree
The Environmental Science major leads to the Bachelor of Science degree.
Careers
Students graduating with this degree will be well prepared for either graduate-level study or for careers with local, state, and federal agencies like the EPA, U.S. Fish and Wildlife Service, U.S. Geological Survey, Forest Service, environmental consulting firms, environmental law, nonprofit agencies and science and nature writing.
Natural Science Requirement
Is met with ENVR101, ENVR102, ENVR201 and ENVR302
Writing-intensive course requirement
The writing intensive course requirement is met with ENVR 300.

Requirements
Students are required to complete 69-72 hours in the major, including 16 hours in the required Physical Science III concentration.

Requirements for a major in Environmental Science are:
Core:
ENVR 101 Environmental Science
ENVR 102 Introduction to Geology
ENVR 300 Research Methods
ENVR 301 Geographic Information Systems
ENVR 460 Environmental Science Seminar
ENVR 490 Senior Project
MATH 121 Calculus I
MATH 206 Statistical Methods
BIOL 208 Principles of Biology I
BIOL 304 Ecology
BIOL 311 Botany
POLS 340 Environmental Politics

Plus Physical Sciences Concentration III:
PHYS 101 General Physics I
PHYS 102 General Physics II
CHEM 111, 111L Chemistry Principles I
CHEM 112, 112L Chemistry Principles II

Plus choose nine hours from the following:
ENVR 201 Physical Geography
ENVR 202 Conservation Biology
ENVR 204 Tropical Island Systems
ENVR 302 Soil and Water Science
ENVR 250 Topics in Environmental Science

Plus choose two courses from the following:
BIOL 307 Introduction to MicroBiology
BIOL 309 Marine Biology
BIOL 320 Zoology
BIOL 330 Field Studies in Biology
BIOL 402 Genetics
CHEM 303 Organic Chemistry I
CHEM 304 Organic Chemistry II
CHEM 305 Quantitative Analysis
CHEM 307 Instrument Analysis
CHEM 308 Physical Chemistry
CHEM 403 Biochemistry I
CHEM 404 Biochemistry II
ENVR 450 Independent Study
COMM 200 Public Speaking
ECON 203 Principles of Macroeconomics
ECON 204 Principles of Microeconomics
INTS 220 Models of International Studies
PHIL 204 Introductory Logic
SOCI 425 Urban Sociology

Concentrations Housed in the Environmental Science Department

ENVIRONMENTAL STUDIES CONCENTRATION
ENVR 101 Introduction to Environmental Science
ENVR 202 Conservation Biology
ENVR 301 Geographic Information Systems
ENVR 460 Environmental Science Seminar
200 level or above, 3 hour course in another discipline
200 level or above, 3 hour course in another discipline
Above two courses are chosen to reflect the student's specific interest. Courses must be chosen in consultation with an environmental science faculty member and the student's advisor.
Total Hours 17 Hrs.
Note: This concentration is not available for Environmental Science majors.

ENVIRONMENTAL POLICY CONCENTRATION
Interdisciplinary - Housed in the Department of Environmental Science & Physics
ENVR 101 Introduction to Environmental Science
ENVR 202 Conservation Biology
ENVR 301Geographic Information Systems
POLS 340 Environmental Politics
ENVR 460 Environmental Science Seminar
Choose one:
BUSN 305 Legal Environment of Business
POLS 313 Constitutional Law
Total Hours 17 Hrs.
Note: This concentration is not available for environmental science majors.

FOREIGN LANGUAGE DEPARTMENT

The Foreign Language Department offers three majors leading to the Bachelor of Arts degree: a Spanish major, a French major and the option to major in Two Languages. For specific course descriptions, see course listings under the appropriate language.

French Major

Requirements for a major in French are:
Thirty credit hours of courses in French above the 100-level as approved by the major advisor are required. The University-wide requirement of an internship may be in an environment related to French and may contribute up to six credits toward the major. Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement. It is strongly recommended that at least six hours of credit be earned in foreign residency through participation in an international experience immersion program, foreign internship or other approved foreign study program.

Spanish Major

Requirements for a major in Spanish are:
Thirty credit hours of courses in Spanish above the 100-level as approved by the major advisor. The University-wide requirement of an internship may be in an environment related to Spanish and may contribute up to six credits toward the major. Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement. It is strongly recommended that at least six hours of credit be earned in foreign residency through participation in an international experience immersion program, foreign internship or other approved foreign study program.

Major in Two Languages

Requirements for a major in Two Languages are:
Eighteen credit hours above the 100-level in each of two languages as approved by the major advisor are required. Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement. It is strongly recommended that at least six hours of credit be earned in foreign residency through participation in an international experience immersion program, foreign internship or other approved foreign study program.

Teacher Licensure
Students majoring in Foreign Language-French or Foreign Language-Spanish may earn licensure to teach K-12. Refer to the Education Division section of the Catalog for specific requirements.

Writing Intensive Requirement
The writing-intensive course requirement may be met with one course chosen from FREN 310, FREN 320, SPAN 310 or 320. Substitutions for these courses may be made with department approval.

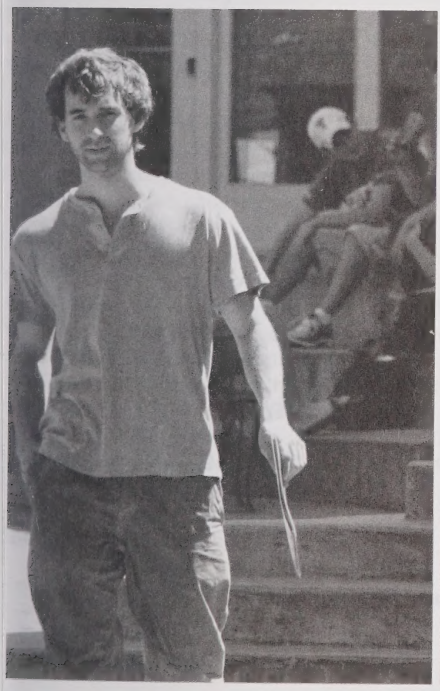
German
Non-major courses in German are also offered by the Foreign Language Department.

Language
Non-major courses in languages other than French, German and Spanish are also offered by the Foreign Language Department depending upon student interest.

Concentrations Housed in the Foreign Language Department

FRENCH CONCENTRATION
Complete 15 hours of French coursework at or above the 200 level.
Total Hours 15 Hrs.

SPANISH CONCENTRATION
Complete 15 hours of Spanish coursework at or above the 200 level
Total Hours 15 Hrs.



HISTORY DEPARTMENT

History, drawing upon nearly all fields of knowledge, helps provide a deeper understanding and perspective of the forces which influence individuals and the world around them. It trains one in the skills of research, analysis and written interpretation.

Careers

A concentration in History is an excellent general foundation for many occupations, professional careers and graduate study. It provides opportunities for careers in teaching, policy research in government and business, archives and records management, law and politics and foreign service.

Teacher licensure

Students majoring in History may earn licensure to teach History or Social Studies on the secondary level (grades 9-12). See the School of Education for more information.

Writing-intensive course requirement

The writing-intensive course requirement is met with HIST 299.

Degree

The major in History leads to a Bachelor of Arts degree.

Requirements

Students are required to complete 33 hours in the major.

History Major

Requirements for the major in History are:

Core:

HIST 201 The Emergence of the West
HIST 202 The West in the World
HIST 203 American History to 1877
HIST 204 American History since 1877
HIST 299 Introduction to Research Techniques
HIST 301 History Conversations
HIST 495 Masterworks
Plus one course chosen from:
HIST 306 Early Modern Europe
HIST 310 Ideas and Imagination in Europe
HIST 333 Classical Political Thought
HIST 334 Modern Political Thought
HIST 361 Ideas and Values in Conflict in History
HIST 362 Contemporary Ideas and Values
HIST 363 The History of Our Time
Plus one 300-level U.S. History course chosen from:
HIST 335 From Resistance to Revolution: American Independence, 1760-1800
HIST 336 Nineteenth Century American West
HIST 337 Invasion of the Americas
HIST 340 African-American History
HIST 341 The Civil Rights Movement in America
HIST 345 Religion in America
HIST 346 North Carolina History
HIST 348 Recent History of the American South
HIST 349 The Era of the Civil War
HIST 352 History of American Journalism
HIST 353 "We Interrupt this Broadcast!" American Journalism since 1945
HIST 386 American Capitalism
HIST 389 Topics in American History
HIST 392 American Women

Plus one 300-level World History course chosen from:
HIST 302 First Christians
HIST 303 Ancient Greece
HIST 304 Ancient Rome
HIST 305 Medieval History
HIST 307 Latin American History
HIST 309 Contemporary Europe
HIST 310 Ideas & Imagination in Europe
HIST 330 British History
HIST 331 Russian History
HIST 332 German History
HIST 391 Topics in World History
Plus at least one additional 300-level History elective.

Concentrations Housed in the History Department

EUROPEAN HISTORY CONCENTRATION
HIST 201 The Emergence of the West
HIST 202 The West in the World
Plus three courses chosen from:
HIST 303 Ancient Greece
HIST 304 Ancient Rome
HIST 305 Medieval History
HIST 306 Early Modern Europe
HIST 309 Contemporary Europe
HIST 310 Ideas & Imagination in Europe
HIST 330 British History
HIST 331 Russian History
HIST 332 German History
Total Hours 15 Hrs.

UNITED STATES HISTORY CONCENTRATION
HIST 203 American History to 1877
HIST 204 American History since 1877
Plus three courses chosen from:.
HIST 315 Oral History
HIST 335 The American Revolution
HIST 337 Invasion of the Americas
HIST 340 African American History
HIST 345 Religion in America
HIST 346 North Carolina History
HIST 348 Recent History of the American South
HIST 349 The Civil War and Reconstruction
HIST 352 History of American Journalism
HIST 353 America's Top News Stories since 1945
HIST 389 Topics in United States History
HIST 392 American Women
Total Hours 15 Hrs.

ANCIENT HISTORY CONCENTRATION
Interdisciplinary - Housed in the Department of History
HIST 201 The Emergence of the West
HIST 302 First Christians
HIST 303 Ancient Greece
HIST 304 Ancient Rome
Choose two courses:
ART 215 Ancient to Early Renaissance Art
PHIL 330 Ancient & Medieval Western Philosophy
RELG 205 Old Testament: Hebrew Scriptures
RELG 206 The New Testament
RELG 306 Prophetic Religion
ENGL 303 Ancient Greece to the Renaissance
Total Hours 15 Hrs.

CONTEMPORARY INTELLECTUAL & CULTURAL STUDIES CONCENTRATION
Interdisciplinary - Housed in the Department of History
PHIL 304 Contemporary Western Philosophy
HIST 310 Ideas & Imagination in Europe
Choose one:
ART 315 20th & 21st Century Art
Choose one:
HIST 334 Modern Political Thought
HIST 361 Ideas & Values in Conflict in History
HIST 362 Contemporary Ideas & Values
HIST 363 History of our Time
Choose one:
DRAM 231 Film History & Criticism
DRAM 233 Television History & Criticism
ENGL 325 The Novel
DRAM 327 Modern Drama
(Modern Drama is also listed as ENGL 327)
ENGL 350 Contemporary Literature
Total Hours 15 Hrs.

INTELLECTUAL AND CULTURAL STUDIES CONCENTRATION
Interdisciplinary - Housed in the Department of History
Choose one or two courses from each of the following disciplines for a total of 5 courses:
ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art to the Present Time
ART 307 Art in the United States
ART 315 20th & 21st Century Art
Choose one or two:
HIST 310 Ideas and Imagination in Europe
HIST 333 Classical Political Thought
HIST 334 Modern Political Thought
HIST 345 Religion in America
HIST 361 Ideas & Values in Conflict in History
HIST 362 Contemporary Ideas & Values
HIST 363 History of Our Time
Choose one or two:
PHIL 203 Introduction to Philosophy
PHIL 220 Philosophy of Religion

PHIL 330 Ancient & Medieval Western Philosophy
PHIL 304 Contemporary Western Philosophy
Total Hours 15 Hrs.

INTELLECTUAL HISTORY CONCENTRATION
Interdisciplinary - Housed in the Department of History
Choose three courses:
HIST 310 Ideas & Imagination in Europe
HIST 333 Ancient Political Thought
HIST 334 Modern Political Thought
HIST 345 Religion in America
HIST 361 Ideas & Values in Conflict in History
HIST 362 Contemporary Ideas & Values
HIST 363 History of Our Time
Choose two courses:
PHIL 203 Introduction to Philosophy
PHIL 220 Philosophy of Religion
PHIL 230 Ancient & Medieval Western Philosophy
PHIL 255 American Philosophy
PHIL 304 Contemporary Western Philosophy
RELG 210 Introduction to World Religions
POLS 335 Social and Political Thought
Total Hours 15 Hrs.

POLITICAL HISTORY CONCENTRATION
Interdisciplinary – Housed in the Department of History
Choose at least three History courses from:
HIST 303 Ancient Greece
HIST 304 Ancient Rome
HIST 307 History of Latin America
HIST 309 Contemporary Europe
HIST 330 British History
HIST 331 Russian History
HIST 332 German History
HIST 333 Classical Political Thought
HIST 334 Modern Political Thought
HIST 341 The Civil Rights Movement in America
Choose two:
POLS 101 Contemporary Political Questions
POLS 201 American Politics
POLS 250 Introduction to Comparative Politics
POLS 270 Introduction to World Politics
POLS 300 Current Topics in Political Science
POLS 301 European Politics
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Middle East Politics
POLS 306 Politics of Developing Countries
Total Hours 15 Hrs.

MATHEMATICS and COMPUTER INFORMATION SYSTEMS DEPARTMENT

The Department of Mathematics and Computer Information Systems offers a variety of programs to help prepare students for a wide assortment of careers as well as for graduate studies. Each program is crafted to give students the proper balance of theoretical knowledge and concrete application required for future endeavors. The programs are further enhanced by the Queens liberal arts program and internship experience, arming the MATH/CIS student with the tools needed for success.

Majors

The department offers the Mathematics major and the Computer Information Systems major, both leading to the Bachelor of Arts degree.

MATHEMATICS

It is the nature of Mathematics to examine concepts from nearly all areas of thought using a uniquely abstract and deductive approach. Although mathematical investigation often involves the use of expressions which represent numbers, many of the discoveries of the discipline extend beyond the quantitative.

Mathematics Major

Careers

The Department of Mathematics offers courses which reflect the general nature of Mathematics. The student majoring in Mathematics can choose a program which provides preparation for teaching at the secondary school level, continuing the study of Mathematics in graduate school or pursuing the many opportunities in interdisciplinary areas such as sociology, Psychology and Biology. In addition, a rigorous training in Mathematics or applied Mathematics is excellent intellectual training for a wide variety of careers.

Teacher licensure

Students majoring in Mathematics may earn licensure to teach on the secondary level (grades 9-12). Refer to the School of Education for more information.

Writing-intensive course requirement

The writing-intensive course requirement is met with MATH 401.

Degree

A major in Mathematics leads to the Bachelor of Arts degree.

Requirements

Students are required to complete 33 hours in the major.

THE REQUIREMENTS FOR THE MATHEMATICS MAJOR ARE:

Core:

MATH 121 Calculus I
MATH 122 Calculus II
MATH 221 Calculus III
MATH 303 Linear Algebra
MATH 401 Modern Algebra
MATH 405 Probability and Statistics
MATH 415 Real Variables
MATH 496 Senior Seminar Preparation
MATH 497 Senior Seminar

Plus two courses chosen from:

MATH 206 Statistical Methods
MATH 209 Discrete Mathematics
MATH 304 Geometry
MATH 311 Differential Equations
MATH 343 Number Theory
MATH 409 Numerical Analysis
MATH 417 Complex Analysis
MATH 430 Topics in Mathematics

Computer Information Systems

Careers

Computer Information Systems provides the student with a broad liberal education to design and develop information systems for organizations in both the private and public sectors of the economy. The program provides students with both the skills needed for entry-level positions in the information technology (IT) industry as well as a broad perspective on the role and nature of information systems necessary for career advancement in positions of management and leadership.

One in seven American workers is employed in Computer Information Systems (CIS)/ Information Technology (IT). Nine of every ten CIS/IT professionals work for a non-IT company. The information technology (IT) industry is one of the fastest growing sectors of the global economy. Thousands of positions are available around the world and the demand for qualified IT professionals far exceeds the supply. IT professionals design, develop, support and manage computer software, hardware and networks, such as the Internet. There are many opportunities to function as a systems analyst, network engineer, database administrator, systems integrator or consultant in industry, government or not-for-profit organizations.

Computer Information Systems Major

The Computer Information Systems major allows students to select an area of specialization through the choice of a concentration. Examples include, but are not limited to the following: a student interested in the business applications of Computer Information Systems can choose the Business concentration; a student interested in the graphical design aspects of information systems can choose a concentration in Art; a student interested in writing system specifications and user documentation can choose a concentration in English; a student interested in quantitative applications of information systems can choose a concentration in Mathematics; a student interested in human-machine interfaces and technology adoption can choose a concentration in Psychology.

Completion of the major in Computer Information Systems requires taking courses offered in the evening.

Degree

A major in Computer Information Systems leads to the Bachelor of Arts degree.

Requirements

Students are required to complete 33 hours in the major.

Requirements for the major in Computer Information Systems are:

CIS 270 Introduction to Information Systems
CIS 310 Applications Programming I
CIS 330 Applications Programming II
CIS 350 Systems Analysis, Design and Implementation
CIS 370 Database Management Systems
CIS 410 Networking and TeleCommunications
CIS 450 Project Management
CIS 470 Senior System Project
CIS 490 Current Issues in Computer Information Systems
MATH 105 Finite Math (or department approved Math substitution)
PHIL 204 Introduction to Logic
PSYC 310 Applied Psychology
Plus two additional Information Systems Electives

Concentrations Housed in the Mathematics and Computer Information Systems Department

ACTUARIAL SCIENCE CONCENTRATION
MATH 121 Calculus I
MATH 122 Calculus II
MATH 221 Calculus III
MATH 206 Statistical Methods
MATH 303 Linear Algebra
MATH 405 Introduction to Probability & Mathematical Statistics
Total Hours 20 Hrs.

APPLIED MATHEMATICS CONCENTRATION
MATH 121 Calculus I
MATH 122 Calculus II
MATH 206 Statistical Methods
MATH 311 Differential Equations
MATH 405 Introduction to Probability & Mathematical Statistics
Total Hours 17 Hrs.

COMPUTER INFORMATION SYSTEMS CONCENTRATION
CIS 270 Introduction to Information Systems
CIS 310 Applications Programming I
CIS 350 Systems Analysis, Design and Implementation
CIS 370 Database Management Systems
Plus one additional Information Systems Elective

MATHEMATICS CONCENTRATION
MATH 121 Calculus I
MATH 122 Calculus II
MATH 303 Linear Algebra
MATH 311 Differential Equations
One more 400 level Mathematics course
Total Hours 17 Hrs.

MATHEMATICS FOR CRITICAL THINKING CONCENTRATION
MATH 121 Calculus I
MATH 206 Statistical Methods
MATH 304 Geometry
MATH 343 Number Theory
PHIL 204 Logic
Total Hours 16 Hrs.

MATHEMATICS/CHEMISTRY CONCENTRATION
Interdisciplinary – Housed in the Department of Mathematics & Computer Information Systems)
(Required for Biology B.A. major; also open to other majors)
CHEM 111,111L Chemistry Principles I & Lab
CHEM 112,112L Chemistry Principles II & Lab
Choose two of the following courses:
MATH 105 Finite Mathematics
MATH 111 Precalculus
MATH 121 Calculus I
MATH 122 Calculus II
MATH 206 Statistical Methods
Total Hours 14 Hrs.

MUSIC DEPARTMENT

The Music Department provides superior training for students interested in pursuing a professional music career, including preparation for such positions as performer, music therapist or research scholar. It also provides opportunities for persons choosing music as a concentration or majoring in other fields to develop special musical abilities in an atmosphere that focuses upon the individual student's abilities, needs and interests.

The Music Department feels that it is most important to ensure that all students have the opportunity to become more musically literate and to foster in them a lifelong appreciation for music. The department endeavors to approach all musical learning within the context of the totality of all knowledge, integrating the musical experience with outside learning and knowledge. As a part of its outreach program, it provides private instruction and music therapy sessions to individuals in the community ranging from pre-school to adults in the Queens Music Academy.

The Music Department seeks to provide opportunities to hear a variety of live musical performances of superior quality by University ensembles and individual majors, as well as groups from the community and professional performing world. Through its contacts with local professional groups, arrangements can be made for students to study any standard orchestral instrument, including those not listed specifically in this section.

Admissions Criteria

All students must demonstrate suitable proficiency on a primary instrument through a live audition prior to beginning a degree program in music in order that the faculty may consider the potential success of this academic track. Faculty approval for a change in major to music performance after the entering year will be granted/denied through an audition for the degree program.

Transfer Students

Transfer students at the junior or senior level will be asked to complete the Sophomore Qualifying Exam. This includes testing in the areas of music History, music theory, sight-singing and applied performance. As a result, the music faculty will notify the student both of any need to refresh their skills in any tested area and will acknowledge sufficient preparation in their musical abilities. Second degree students in Music Therapy must already have an undergraduate degree in music, audition for the Music Department, and complete all of the required courses in the undergraduate Music Therapy curriculum, including the professional internship.

Writing-intensive course requirement

The writing-intensive course requirement for the B.A. degree with a major in music or the B.M. degree with an instrumental performance or voice major is met with MUSC 321 and 322. The writing-intensive course requirement for the B.M. degree with a major in music therapy is met with MUSC 402 as well as 321 and 322.

Sophomore Qualifying Exam

After completing four semesters of course work, all majors will be required to demonstrate suitable proficiency and progress in their major. This will include a review of academic progress, a jury exam which will include an oral examination as well as performance, and an assessment of theory and other music skill development. Students must pass this exam in order to remain in good standing in their degree program. In order to enter into the junior level as music majors, students must declare a major instrument.

Major Field Exam

During the spring of the senior year, all music majors will be required to take a major field exam in music history and music theory. This exam is for assessment purposes only.

Recitals
All students preparing recitals must be approved to present their recital as a result of a pre-recital hearing no less than one month prior to the scheduled recital date. The jury for this pre-recital hearing must include the applied instructor, the department chair and one other music faculty member.

Proficiency Requirement
All candidates for music degrees must be able to demonstrate basic piano proficiency to include scales, chords, prepared pieces, and if appropriate, accompaniment patterns and sight reading. Upon entering the degree program, those students unable to demonstrate such skills will be expected to fulfill specific piano requirements for their degree program as listed in the Catalog. Music Therapy degree candidates must also pass proficiencies in voice and guitar. All students must enroll in class studies or applied lessons in the appropriate area(s) until proficiency has been achieved.

Instrumental performance and voice major candidates
must enroll in class piano or private lessons until proficiency is achieved. All students must be enrolled in at least one ensemble per semester in principal instrument field.

Ensemble Requirement Students
are required to be enrolled in one ensemble every semester, and may elect to be enrolled in more than one ensemble per semester. Large ensembles are Chorale (MUSC 187,188), Orchestra (MUSC 179,180) and Band (MUSC 177,178); small ensembles are Chamber Singers (MUSC197,198) and Small Ensemble (MUSC 185,186) for instruments and vocalists (including Wind, Guitar, Piano, Flute, Voice and others). Ensemble requirements for each of the degree programs are listed below. Regardless of when the requirements are met, students must continue to be enrolled in one ensemble each semester. Exception: Music Therapy majors are expected to be enrolled in at least one ensemble for six semesters.

Specific requirements
additional fees, information and changes not listed below are contained in the Music Department Handbook. Any requirements that are part of NASM guidelines will need to be followed regardless of requirements stated in a student's freshman year Catalog.

Concert attendance
All degree programs require 8 semesters of concert attendance, MUSC 10, 11, 20, 21, 30, 31, 40, 41.

Music Major (BA)

Requirements for a Music Major leading to the BA degree are:
Core:
MUSC 100 Introduction to Music
MUSC 103 Beginning Theory and Composition I
MUSC 104 Beginning Theory and Composition II
MUSC 113 Sight-Singing and Ear Training I
MUSC 114 Sight-Singing and Ear Training II
MUSC 203 Theory and Composition III
MUSC 204 Theory and Composition IV
MUSC 213 Sight-Singing and Ear Training III
MUSC 214 Sight-Singing and Ear Training IV
MUSC 321 Music History and Literature I
MUSC 322 Music History and Literature II
MUSC 455 Seminar in Applied Analysis

Plus:
MUSC 157 Piano Class I
MUSC 158 Piano Class II
MUSC 159 Piano Class III
MUSC 160 Piano Class IV
MUSC 310 Conducting
MUSC 395 Functional Piano Class I
MUSC 396 Functional Piano Class II
Ensemble:
• At least 2 large ensemble credits based on the primary instrument MUSC177/178, 179/180 or 187/188; pianists may choose any large ensemble.
• At least 2 small ensemble credits based on the primary instrument MUSC 185/186 and/or 197/198.
Applied Music 1 instrument (4 Hrs.)
Music Elective (3 Hrs.)

Instrumental Performance Major (BM)

Requirements for the Instrumental Performance Major leading to the BM degree are:
Core:
MUSC 100 Introduction to Music
MUSC 103 Beginning Theory and Composition I
MUSC 104 Beginning Theory and Composition II
MUSC 113 Sight-Singing and Ear-Training I
MUSC 114 Sight-Singing and Ear-Training II
MUSC 203 Theory and Composition III
MUSC 204 Theory and Composition IV
MUSC 213 Sight-Singing and Ear-Training III
MUSC 214 Sight-Singing and Ear-Training IV
MUSC 321 Music History and Literature I
MUSC 322 Music History and Literature II
MUSC 455 Seminar in Applied Analysis
Ensemble
• At least 4 large ensemble credits based on the primary instrument: MUSC 177/178, 179/180 or 187/188; pianists may choose any large ensemble.
• At least 2 small ensemble credits based on the primary instrument: MUSC 185/186 and/or 197/198.
• At least 2 ensemble credits of a choral ensemble for all music majors: MUSC 187/188 and/or 197/198.
Electives (7 Hrs.)
Plus: (for non-piano)
MUSC 157 Piano Class I
MUSC 158 Piano Class II
MUSC 159 Piano Class III
MUSC 160 Piano Class IV
MUSC 310 Conducting
MUSC 355 Topics in Music History & Literature
MUSC 395 Functional Piano Class I
MUSC 396 Functional Piano Class II
MUSC 399 Half-Recital
MUSC 400 Senior Recital
Plus: Applied Instrument Concentration
Applied Instrument Courses (21-24 Hrs.)

OR
Plus: (for piano)
MUSC 310 Conducting
MUSC 313 Piano Pedagogy and Literature I
MUSC 314 Piano Pedagogy and Literature II
MUSC 395 Functional Piano Class I
MUSC 396 Functional Piano Class II
MUSC 399 Half-Recital
MUSC 400 Senior Recital
Plus: Secondary Applied Area (4 Hrs.)
Plus: Applied Instrument Concentration
Piano Courses (21-24 Hrs.)

Voice Major (BM)

Requirements for the Voice Major leading to the BM degree are:
Core:
MUSC 100 Introduction to Music
MUSC 103 Beginning Theory and Composition I
MUSC 104 Beginning Theory and Composition II
MUSC 113 Sight-Singing and Ear-Training I
MUSC 114 Sight-Singing and Ear-Training II
MUSC 203 Theory and Composition III
MUSC 204 Theory and Composition IV
MUSC 213 Sight-Singing and Ear-Training III
MUSC 214 Sight-Singing and Ear-Training IV
MUSC 321 Music History and Literature I
MUSC 322 Music History and Literature II
MUSC 455 Seminar in Applied Analysis
Plus:
MUSC 157 Piano Class I
MUSC 158 Piano Class II
MUSC 159 Piano Class III
MUSC 160 Piano Class IV
MUSC 215 Diction for Singers (English, Latin and Italian)
MUSC 216 Diction for Singers (French and German)
MUSC 310 Conducting
MUSC 324 Vocal Pedagogy and Literature I
MUSC 325 Vocal Pedagogy and Literature II
MUSC 395 Functional Piano Class I
MUSC 396 Functional Piano Class II
MUSC 399 Half-Recital
MUSC 400 Senior Recital
Ensemble
• At least 4 large ensemble credits based on the primary instrument: MUSC 177/178, 179/180 or 187/188.
• At least 2 small ensemble credits based on the primary instrument: MUSC 185/186 and/or 197/198.
• At least 2 ensemble credits of a choral ensemble for all music majors: MUSC 187/188 and/or 197/198.
Electives (4 Hrs.)
Plus: Applied Voice Concentration
Applied Voice Courses (21-24 Hrs.)
*Plus: Foreign Language (12 Hrs.)**

Music Therapy Major (BM)

Requirements for the Music Therapy Major leading to the BM degree are:

Internship Requirement
Students majoring in music therapy fulfill the Queens internship requirement through the Professional Music Therapy Internship (MUSC 499).

Core:
MUSC 100 Introduction to Music
MUSC 103 Beginning Theory and Composition I
MUSC 104 Beginning Theory and Composition II
MUSC 113 Sight-Singing and Ear-Training I
MUSC 114 Sight-Singing and Ear-Training II
MUSC 203 Theory and Composition III
MUSC 204 Theory and Composition IV
MUSC 213 Sight-Singing and Ear-Training III
MUSC 214 Sight-Singing and Ear-Training IV
MUSC 321 Music History and Literature I
MUSC 322 Music History and Literature II
MUSC 455 Seminar in Applied Analysis
Plus:
Applied Area (16 Hrs.)
Ensemble
- *At least 2 large ensemble credits based on the primary instrument: MUSC 177/178, 179/180 or 187/188; pianists may choose any large ensemble.*
- *At least 2 small ensemble credits based on the primary instrument: MUSC 185/186 and/or 197/198.*
- *At least 2 ensemble credits of a choral ensemble for all music majors: MUSC 187/188 and/or 197/198.*

MUSC 165 Guitar Class I
MUSC 166 Guitar Class II
MUSC 157 Piano Class I
MUSC 158 Piano Class II
MUSC 159 Piano Class III
MUSC 160 Piano Class IV
MUSC 395 Functional Piano Class I
MUSC 396 Functional Piano Class II
MUTH 211 Music Therapy Methods and Materials for Children
MUTH 217 Introduction to Music Therapy
MUSC 310 Conducting
MUSC 311 Music Therapy Methods and Materials for Adults
MUSC 343 Percussion Laboratory
MUSC 401 Psychology of Music I
MUTH 402 Psychology of Music II
MUTH 409 Music in Therapy I
MUTH 410 Music in Therapy II
MUTH 499 Professional Music Internship: Music Therapy

Plus:
MUTH 131 Freshman Music Therapy Practicum I
MUTH132 Freshman Music Therapy Practicum II
MUTH 231 Sophomore Music Therapy Practicum III
MUTH 232 Sophomore Music Therapy Practicum IV
MUTH 331 Junior Music Therapy Practicum V
MUTH 332 Junior Music Therapy Practicum VI
(MUTH 131-332 are P/F)
MUTH 431 Senior Music Therapy Practicum VII
(must be taken concurrently with MUTH 409 for a regular grade)
MUTH 432 Senior Music Therapy Practicum VIII
(must be taken concurrently with MUTH 410 for a regular grade)

Plus Psychology/Science concentration:
PSYC 201 General Psychology and 201L Laboratory in General Psychology
PSYC 304 Abnormal Psychology
PSYC 308 The Exceptional Child (or substitute)
PSYC 320 Developmental Psychology
BIOL 211 Human Anatomy and Physiology I
or BIOL 100 and 100L Biology for Non-Majors with Lab
Plus: One 3 credit hour Psychology course

Concentrations Housed in the Music Department

MUSIC CONCENTRATION
MUSC 100 Introduction to Music
MUSC 103 Theory & Composition I
MUSC 171 Applied Music
MUSC 181 Applied Music
Plus: One music History course, at or above the 200 level
Plus: Two ensemble credits
Plus: Two additional credits in Applied Music and/or Ensemble
Total Hours 15 Hrs.

MUSIC HISTORY CONCENTRATION
MUSC 100 Introduction to Music
MUSC 321 Music History and Literature I
MUSC 322 Music History and Literature II
Choose two:
MUSC 200 From Jazz to Rock 'n' Roll
MUSC 207 Music in America
MUSC 355 Topics in Music History and Literature
Total Hours 15 Hrs.

RESTRICTED CONCENTRATIONS
APPLIED INSTRUMENTAL CONCENTRATION
(Required for Instrumental Performance B.M. majors; not open to other majors)
Applied Instrument courses in a single instrument 21 hr.

APPLIED VOICE CONCENTRATION
(Required for Voice B.M. majors; not open to other majors)
Applied Voice courses 21 Hrs.

PHILOSOPHY and RELIGION DEPARTMENT

The study of Philosophy and Religion is worthwhile both for the intrinsic value of inquiring into what is best in thought and living, and also for the practical value of the intellectual habits one gains. Literally meaning "love of wisdom," philosophy is the inquiry into fundamental questions that humans ask: what is the good life? What is most real? How can humans know? What is sound reasoning? How do humans create and discover meaning in life?

In keeping with Queens' Presbyterian tradition, we recognize the importance of "thinking the faith." The academic study of philosophy and religion together focus on the "turning of the soul" and how communities as well as other religious traditions understand that "turning" as it becomes a basis for a good life.

Students of philosophy and religion significantly enhance their critical thinking and analytical skills, as well as their communication skills. The broad inquiry into patterns of thought strengthens problem-solving ability and helps the student attain a depth of thought that is invaluable for a wide variety of graduate studies and careers.

Writing-intensive course requirement
The writing-intensive course requirement is met with PHIL 400 or RELG 400.

Majors
The department offers a major in Philosophy-Religion. The department also offers a major in Religion only through the Hayworth College. Both majors lead to the Bachelor of Arts Degree.

Requirements
Students must complete 33 hours in the Philosophy-Religion major.

Philosophy-Religion Major

Requirements for the Philosophy – Religion major are:
Core:
PHIL 203 Introduction to Philosophy
PHIL 204 Introductory Logic
RELG 210 Introduction to World Religions
RELG 205* The Old Testament or RELG 206* The New Testament
PHIL 400 or RELG 400 Major Thinkers and Issues

Plus 6 courses chosen from:
(Some courses may have prerequisites or permission of the instructor may be necessary)
PHIL 220 Introduction to Philosophy of Religion
PHIL 304 Contemporary Western Philosophy
PHIL 305 Medical Ethics
PHIL 330 Ancient & Medieval Western Philosophy
PHIL or HIST 334 Modern Political Thought
PHIL 349 Topics in Philosophy
PHIL 350 Directed Studies in Philosophy
RELG 205 The Old Testament
RELG 206 The New Testament
RELG 306 Prophetic Religion
RELG 312 or HIST 312 The First Christians
RELG 323 Renaissance and Reformation or HIST 306 Early Modern Europe
RELG 344 Christian Ethics
RELG 345 or HIST 345 Religion in America

RELG 348 The Problem of Evil
RELG 349 Topics in Religion
RELG 350 Directed Readings
*Courses not taken in the core may be taken as one of the six elective courses
Philosophy-Religion majors complete a concentration which has been approved by the advisor.

Concentrations Housed in the Philosophy – Religion Department

PHILOSOPHY CONCENTRATION
PHIL 203 Introduction to Philosophy
PHIL 204 Introduction to Logic
Plus three additional philosophy courses or two additional philosophy courses and one religion course
Total Hours 15 Hrs.

RELIGION CONCENTRATION
RELG 205 Old Testament
RELG 206 New Testament
RELG 210 World Religions
Two 300-level Religion courses
RELG 345 or HIST 345 Religion in America, and PHIL 220 Introduction to Philosophy of Religion can be included
Total Hours 15 Hrs.

ETHICS CONCENTRATION
Interdisciplinary
Core 412 serves as a Core requirement but does not count for credit since this course is required of all students
Choose five courses:
BUSN 320 Business Ethics
COMM 364 Media Law and Ethics
HIST 361 Ideas and Values in Conflict in History
HIST 362 Contemporary Ideas and Values
PHIL 304 Contemporary Western Philosophy
PHIL 305 Medical Ethics
RELG 206 New Testament
RELG 344 Christian Ethics
Total Hours 15 Hrs.

POLITICAL SCIENCE and INTERNATIONAL STUDIES DEPARTMENT

The department offers two majors leading to the Bachelor of Arts degree: Political Science and International Studies.

Political Science Major

The major in Political Science emphasizes the empirical, analytical, comparative and normative investigation of political issues, policies and systems in the world. Attention given to critical thinking, problem-solving, research and writing skills. Introductory courses present basic ideas, issues and concepts of Political Science. Upper-level courses provide in-depth investigation of introductory material and focus on specialized areas. A major in Political Science leads to the Bachelor of Arts degree.

Careers

A major in Political Science provides a basis for graduate study in all the subfields of the discipline and a foundation for careers in government, politics, law, journalism, teaching or any of the many areas in which a liberal arts background is desirable.

Writing-intensive course requirement

The writing-intensive course requirement is met with one course chosen from POLS 250 or 460.

Requirements

Students must complete 39 hours in the Political Science major.

Requirements for the Political Science major are:

Core:

POLS 201 American Politics
POLS 250 Introduction to Comparative Politics
POLS 270 Introduction to World Politics
POLS 298 Moot Court or POLS 299 Model United Nations
POLS 333 Classical Political Thought or POLS 334 Modern Political Thought
POLS 460 Major Issues in Politics
INTS 315 International Political Economy

Plus completion of the American Political Studies or Comparative Political Studies Track:

American Political Studies Track

Choose four courses from:

POLS 309 Campaigns and Elections
POLS 313 Constitutional Law and the Judicial System
POLS 315 Congress and the Presidency
POLS 320 Ethnic, Minority, and Gender Politics
POLS 326 Contemporary American Foreign Policy
POLS 334 Modern Political Thought
POLS 340 Environmental Politics

Plus: Choose two courses from the comparative Political Studies track

Comparative Political Studies Track

Choose four of the following:

POLS 301 European Politics
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Middle East Politics
POLS 306 Politics of Developing Countries
POLS 345 International Human Rights
POLS 347 International Terrorism
POLS 425 Contemporary Chinese Politics
HIST 309 Contemporary Europe

HIST 361 Ideas and Values in Conflict in History
INTS 310 International Law
INTS 350 India: Past and Present
Plus: Choose two courses from the American Political Studies track.

International Studies Major

The major in International Studies emphasizes an interdisciplinary approach to global issues and geographical regions of the world, and encourages an appreciation of other cultures. Courses provide analytical, critical thinking, normative and linguistic development. Specialization in various areas are offered. A residency requirement allows the student to study the anguage and culture of their choice.

Degree

A major in International Studies leads to the Bachelor of Arts degree.

Careers

A major in International Studies provides a basis for graduate study and a foundation for careers in foreign and government service, international business, international law, private and non-profit organizations involved in international issues, public health, the Peace Corps, consulting and teaching abroad.

Requirements

Students must complete 39 hours in the International Studies major including 6 hours in a foreign language.

Requirements for the International Studies Major are:

Core:

HIST 202 The West in the World
RELG 210 Introduction to World Religions
POLS 250 Comparative Politics
POLS 270 World Politics or POLS 299 Model United Nations
SOCI 203 Principles of Sociology or ANTH 201 Introduction to Anthropology
INTS 315 International Political Economy
INTS 450 Projects in International Studies

Language requirement:

Six credit hours in a foreign language. For European languages, these six credit hours need to be at the 300 level or above. For East Asian languages, they need to be at the 200 level or above. This requirement may be fulfilled by taking courses at another University approved by Queens University of Charlotte or by the foreign residency. The language requirement may be satisfied by completing a concentration or a major in the language studied. No additional language course work beyond that would be necessary.

Area study:

Every student should select a track of study consistent with his/her language study and interests, and take a minimum of 12 credit hours selected from the course offerings. Note that certain courses are required and some courses have prerequisites. Portions may be fulfilled by the foreign residency.

Residency:

A student majoring in International Studies fulfills a residency requirement in a location appropriate to the chosen area of concentration. This residency should consist of a summer or semester abroad as approved by the International Studies Advisory Committee (ISAC). The ISAC assists majors in planning for the residency and must approve all proposed residency programs. The ISAC will consult with the student during the residency and, in consultation with the Registrar, will determine the academic credit to be transferred or awarded for the residency when the student returns. Academic credit earned in a foreign residency program may be used to satisfy other requirements in the major.

A student may fulfill the residency requirement by participating in one of the following:

1. Any extended language immersion program offered by Queens through the John Belk International Program Office. Current programs are four weeks in duration and offer intermediate and advanced courses in either Spanish or French. Students may elect to have additional weeks of language study for an additional supplement. The John Belk International Program Office can help students find immersion programs for other languages subject to the approval of the ISAC.
2. An international internship of not less than nine weeks.
3. A semester or year abroad at Hong Kong Baptist University.
4. A semester or year abroad at a University of the Irish-American Scholar Program in Northern Ireland.
5. A program like those offered by the Council on International Educational Exchange.
6. A program consistent with the student's area and language studies offered by a foreign educational institution.

AREA STUDY TRACKS FOR THE INTERNATIONAL STUDIES MAJOR:

European Track
HIST 309 Contemporary Europe
POLS 301 European Politics
Plus: choose two courses from the following:
ART 216 High Renaissance Art to the Present Time or ART 315 20th & 21st Century Art or ART 308 19th Century Art
ENGL 300 World Literature or ENGL 322 Nineteenth Century British Literature or ENGL 329 The Literature of Modernism in Europe and America
FREN 360 Issues of French Life or FREN 370 Topics in French Studies
HIST 310 Ideas and Imagination in Europe
HIST 330 British History or HIST 332 German History or HIST331 Russian History
INTS 320 Nationalism, Culture and Conflict in Modern Europe
INTS 325 Politics and Society in Ireland

International Relations Track
INTS 310 International Law
POLS 326 Contemporary American Foreign Policy
POLS 345 International Human Rights
POLS 347 International Terrorism

Developing Countries Track
POLS 306 Politics of Developing Countries
Plus: choose three from the following:
ANTH 320 Anthropology of Latin America
ENGL 300 World Literature
ENGL 330 Women Writers
INTS 330 India–Past and Present
POLS 303 Latin American Politics or HIST 307 Latin American History
POLS 425 Contemporary Chinese Politics
RELG 349 Topics: Islam or RELG 349 Topics: Hinduism
SPAN 360 Issues in Hispanic Life
Latin American Studies Track
ANTH 320 Anthropology of Latin America
HIST 307 Latin American History
POLS 303 Latin American Politics
SPAN 360 Issues in Hispanic Life or any other Spanish course relating to Latin America

Asian Studies Track
Choose four courses from the following:
INTS 340 Continuity and Change in China, Japan and Korea
INTS 350 India - Past and Present
PHIL 349 Topics: Chinese Philosophy
POLS 425 Contemporary Chinese Politics
RELG 349 Hinduism

Concentrations Housed in the Political Science – International Studies Department

PRE-LAW PROGRAM
Interdisciplinary: Housed in the Political Science Department
BUSN 305 Legal Environment of Business
HIST 299 Introduction to Research Techniques and Argumentative Writing
PHIL 204 Logic
POLS 298 Moot Court
POLS 313 Constitutional Law and the Judicial System
Choose two courses:
BUSN 315 Business Law
BUSN 319 Fraud and Business (BUSN 207 is a prerequisite)
COMM 200 Public Speaking
COMM 364 Media Law and Ethics
ECON 203 Principles of Macroeconomics
ENGL 207 Advanced Expository Writing
INTS 310 International Law
PSYC 303 Social Psychology
PSYC 340 Forensic Psychology
SOCI 203 Principles of Sociology
Total Hours 21 Hrs.

AMERICAN POLITICAL STUDIES CONCENTRATION
POLS 201 Introduction to American Politics
Plus four courses chosen from:
POLS 309 Campaigns and Elections
POLS 313 Constitutional Law and Judicial System
POLS 315 Congress and the Presidency
POLS 320 Ethnic, Minority, and Gender Politics
POLS 326 Contemporary American Foreign Policy
POLS 340 Environmental Politics
Total Hours 15 Hrs.

ASIAN POLITICAL STUDIES CONCENTRATION
POLS 250 Introduction to Comparative Politics
Plus four courses chosen from:
HIST 391 Contemporary Chinese Political History
INTS 340 Continuity and Change in China, Japan and Korea
INTS 350 India: Past and Present
POLS 306 Politics of Developing Countries
POLS 425 Contemporary Chinese Politics
Total Hours 15 Hrs.

POLITICAL SCIENCE CONCENTRATION
POLS 201 American Politics
POLS 250 Introduction to Comparative Politics
POLS 270 Introduction to World Politics
Plus two courses chosen from:
POLS 301 European Political Systems
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Middle East Politics
POLS 306 Developing Political Systems
POLS 333 Classic Political Thought
POLS 334 Modern Political Thought
Total Hours 15 Hrs.

ETHNIC AND MINORITY STUDIES CONCENTRATION
Interdisciplinary - Housed in the Department of Political Science and International Studies
Choose two of the following:
ANTH 330 American Ethnic Communities
COMM 327 Intercultural Communication
SOCI 345 Racial and Ethnic Minorities
POLS 320 Ethnic, Minority, and Gender Politics
Plus three courses chosen from:
ANTH 320 Anthropology of Latin America
ENGL 332 African-American Literature
HIST 340 Civil Rights Movement in America
HIST 341 African-American History
HIST 307 History of Latin America
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Middle East Politics
SPAN 360 Issues of Hispanic Life
Total Hours: 15 Hrs.
Note: Appropriate topics courses may be substituted at the discretion of the Dean of the College of Arts & Sciences.

EUROPEAN POLITICAL STUDIES CONCENTRATION
Interdisciplinary - Housed in the Department of Political Science and International Studies
POLS 250 Introduction to Comparative Politics
POLS 301 European Politics
HIST 309 Contemporary Europe
Choose two courses:
HIST 330 British History
HIST 331 Russian History
HIST 332 German History
INTS 325 Politics and Society of Ireland
INTS 320 Nationalism, Culture and Conflict in Modern Europe
Total Hours 15 Hrs.

POLITICAL ECONOMY CONCENTRATION
Interdisciplinary - Housed in the Department of Political Science and International Studies
ECON 203 Principles of Macroeconomics
INTS 315 International Political Economy
Choose three courses
ECON 355 Capitalism

ECON 454 International Trade
POLS 201 American Politics
POLS 250 Comparative Politics
POLS 303 Latin American Politics
Total Hours 15 Hrs.

INTERNATIONAL STUDIES CONCENTRATION
Interdisciplinary - Housed in the Department of Political Science and International Studies
Choose three of the following courses:
ANTH 201 Cultural Anthropology
HIST 202 The West and the World
POLS 250 Comparative Politics or POLS 270 World Politics
RELG 210 Introduction to World Religions
Choose one course from any INTS course at the 300-level
Choose one course:
ANTH 320 Anthropology of Latin America
BUSN 420 International Business
BUSN 454 International Trade
DRAM 304 Major Figures World Drama: Renaissance to Modern
ENGL 300 World Literature
ENGL 330 Women Writers
ENGL 322 Nineteenth Century British Literature
ENGL 329 The Literature of Modernism in Europe and America
FREN 360 Issues of French Life
FREN 370 Topics in French Studies
HIST 310 Ideas and Imagination in Europe: 1789 to the Present
HIST 330 British History
HIST 331 Russian History
HIST 332 Germany History
POLS 299 Model United Nations
POLS 301 European Politics
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Mideast Politics
POLS 306 Politics of Developing Countries
POLS 425 Chinese Politics
RELG 349 Topics: Islam
RELG 349 Topics: Hinduism
RELG 349 Topics: Chinese Philosophy
SPAN 360 Issues in Hispanic Life
Total Hours: 15 Hrs.

PSYCHOLOGY DEPARTMENT

The Psychology Department offers the major in Psychology leading to the Bachelor of Arts degree. The Psychology Department also offers a major in Human and Community Services only through the Hayworth College evening program.

Psychology Major

Psychology emphasizes the development of an understanding of factors important in determining behavior. Introductory courses present basic psychological principles; upper-level courses provide opportunities for further work in areas of special interest. Independent study allows the student to design and carry out original research. Internships in community settings enable the student to make practical application of psychological principles.

Careers

A major in Psychology provides a basis for graduate study in areas of Psychology, education, social sciences, social work and law as well as a foundation for careers in personnel, social work, mental health, health care and similar areas.

Writing-intensive course requirement

The writing-intensive course requirement is met with PSYC 306.

Degree

A major in Psychology leads to the Bachelor of Arts degree.

Prerequisite

PSCY 201 is prerequisite to all Psychology courses except PSYC 310.

Requirements

Students must complete 41 hours in the major.

The Psychology Major

Requirements for the Psychology Major are:

Core:

PSYC 201 General Psychology
PSYC 201L Laboratory in General Psychology
PSYC 306 Experimental Psychology I
PSYC 306L Laboratory in Experimental Psychology I
PSYC 307 Experimental Psychology II
PSYC 400 Advanced General Psychology I
PSYC 401 Advanced General Psychology II
MATH 206 Statistical Methods
Plus choose at least one of the following Experimental Psychology courses:
PSYC 314 Psychology of Learning
PSYC 316 Cognitive Psychology
PSYC 412 Physiological Psychology
Plus choose at least one of the following Social/Developmental courses:
PSYC 303 Social Psychology
PSYC 320 Developmental Psychology
PSYC 328 Infant and Child Development
PSYC 330 Psychology of Adulthood and Aging
Plus choose at least one of the following Clinical/Assessment courses:
PSYC 302 Psychology of Personality
PSYC 304 Abnormal Psychology
PSYC 305 Introduction to Counseling
PSYC 311 Psychological Tests
PSYC 404 Psychopathology in Childhood and Adolescence

Plus choose four additional courses (12 credit hours) from any of the courses offered by the Psychology Department as approved by the major advisor.
PSYC 300 Information Literacy in Psychology
PSYC 302 Psychology of Personality
PSYC 303 Social Psychology
PSYC 303L Experimental Social Psychology
PSYC 304 Abnormal Psychology
PSYC 305 Introduction to Counseling
PSYC 308 The Exceptional Child
PSYC 310 Applied Psychology
PSYC 311 Psychological Tests
PSYC 312 Sensation and Perception
PSYC 314 Psychology of Learning
PSYC 315 Laboratory in Conditioning and Learning
PSYC 316 Cognitive Psychology
PSYC 320 Developmental Psychology
PSYC 328 Infancy and Childhood
PSYC 330 Psychology of Adulthood and Aging
PSYC 340 Forensic Psychology
PSYC 352 Topics in Psychology
PSYC 360 Psychology of Religion
PSYC 404 Psychopathology in Childhood and Adolescence
PSYC 406 Advanced Research Participation
PSYC 412 Physiological Psychology
PSYC 421 Organizational Psychology
PSYC 449 Independent Research
PSYC 450 Independent Research
PSYC 452 Directed Readings in Psychology
PSYC 455 Psychology Lab Assistant
PSYC 460 Practicum in Group Dynamics

Concentrations Housed in the Psychology Department

ANTHROPOLOGY CONCENTRATION
ANTH 201 Cultural Anthropology
Choose 4 of the following courses:
ANTH 320 Anthropology of Latin America
ANTH 330 American Ethnic Communities
ANTH 340 Directed Individual Study
ANTH 350 Topics in Anthropology
SOCI 316 Women in Society
SOCI 345 Racial and Ethnic Minorities
Total Hours 15 Hrs.

PSYCHOLOGY CONCENTRATION
PSYC 201 General Psychology
Choose at least 1 (3 hours) of the following courses:
PSYC 314 Psychology of Learning
PSYC 316 Cognitive Psychology
PSYC 412 Physiological Psychology
Choose at least 1 (3 hours) of the following courses:
PSYC 303 Social Psychology
PSYC 320 Developmental Psychology

PSYC 328 Infancy and Childhood
PSYC 330 Psychology of Adulthood and Aging
Choose at least 1 (3 hours) of the following courses:
PSYC 302 Psychology of Personality
PSYC 304 Abnormal Psychology
PSYC 311 Psychological Tests
Choose one additional 3-hour course from the courses offered by the Department of Psychology.
Total Hours 15 Hrs.

PSYCHOLOGY/SCIENCE CONCENTRATION
Restricted Concentration: Required for Music Therapy majors; not open to other majors
Housed in the Psychology Department
PSYC 201 General Psychology
PSYC 304 Abnormal Psychology
PSYC 308 The Exceptional Child
PSYC 320 Developmental Psychology
BIOL 212, 212L Anatomy & Physiology II and Lab
Plus two 3 credit hour Psychology courses
Total Hours 20 Hrs.

SOCIOLOGY CONCENTRATION
SOCI 203 Principles of Sociology
Choose 4 of the following courses:
SOCI 250 Social Issues and Problems
SOCI 303 Social Psychology
SOCI 304 Marriage and Family
SOCI 316 Women in Society
SOCI 340 Social Inequality
SOCI 345 Racial and Ethnic Minorities
SOCI 355 Topics in Sociology
SOCI 360 Great Writings in Sociology
SOCI 425 Urban Sociology
POLS 334 Modern Political Thought
Total Hours 15 Hrs.

WOMEN'S STUDIES CONCENTRATION
Interdisciplinary – Housed in the Psychology Department
Choose five courses from among the following:
COMM 317 Gender and Communication
ENGL 355 Women Writers
HIST 392 American Women
OCOM 317 Gender and the Workplace
POLS 320 Ethnic, Minority and Gender Politics
SOCI 316 Women in Society
And topics courses as approved by the Coordinator of the Women's Study Concentration
Total Hours 15 Hrs.

THE McCOLL SCHOOL OF BUSINESS

BUSINESS ADMINISTRATION

The McColl School of Business offers a major in Business Administration leading to the Bachelor of Arts degree. The courses emphasize the concepts and skills needed to understand business practices, organizations and managerial responsibilities. There are optional specializations in finance and marketing with the Business major. A minor in Business Administration is also available through Hayworth College.

Admission to the McColl School of Business

Students must make formal application to the McColl School. The application is available on the Queens Web site at http://mccoll.queens.edu/ug. The application form is also available through the student's business faculty advisor.

The McColl Undergraduate Admissions Committee reviews and approves applications to the major. Acceptance to the McColl School requires a cumulative grade point average of 2.0 and a prerequisite course grade point average of 2.5 with no grade below C- in the prerequisite courses.

Business Administration Major

Requirements for the major in Business Administration are:

1. Admission to the major which requires the following:
- Cumulative grade point average of 2.0
- Prerequisite grade point average of 2.5 with no grade below C-
- All prerequisite courses completed.
- Completed application.

2. Prerequisites: (18-21 credit hours):
BUSN 115 Introduction to Business*
BUSN 207 Financial Accounting
BUSN 208 Managerial Accounting (Prereq: BUSN 207)
ECON 203 Macroeconomics
ECON 204 Microeconomics
MATH 110 Quantitative Business Methods
MATH 206 Statistical Methods
Plus: Computer proficiency or CIS 110

3. Core Requirements: (21 credit hours):
BUSN 305 Legal Environment of Business (Prereq: Sophomore status)
BUSN 333 Principles of Management (Prereq: Sophomore status)
BUSN 340 Principles of Marketing (Prereq: Sophomore status)
BUSN 360 Corporate Finance (Prereq: BUSN 208, ECON 203 and 204, MATH 206)
BUSN 420 International Business (Prereq: ECON 203 and 204)
BUSN 460 Business Systems (Prereq: BUSN 333, 340)
BUSN 485 Strategic Management (Prereq: Admission to the major and BUSN 305, 333, 340, 360, 420)

4. Elective Requirements:

A. 12 credit hours at the 300 or 400 level in BUSINESS or ECONOMICS
OR

B. Marketing Specialization – 12 hours:
BUSN 340 Principles of Marketing is the prerequisite for all Marketing electives.
BUSN 452 Marketing Management
BUSN 453 Marketing Research
And two electives in Marketing.

OR
C. Finance Specialization - 12 hours:
BUSN 360 Corporate Finance is the prerequisite for all Finance electives.
BUSN 470 Investment Analysis
BUSN 472 Seminar in Finance
BUSN 474 Advanced Financial Management
BUSN 476 Financial Markets and Institutions

*BUSN 115 is required only of students in the traditional Undergraduate Program.

Concentrations Housed in the McColl School of Business

BUSINESS ADMINISTRATION CONCENTRATION
BUSN115 Introduction to Business
BUSN 207 Financial Accounting
Choose one course:
ECON 203 Macroeconomics
ECON 204 Microeconomics
Choose two of the following courses:
BUSN 305 Legal Environment of Business
BUSN 333 Principals of Management
BUSN 340 Principles of Marketing
BUSN 420 International Business
Total Hours 15 Hrs.
Note: It is strongly suggested that students who are not skilled at computer word processing, spreadsheet creation and manipulation and the use of computer presentation graphics consider taking CIS 110 - Introduction to Microcomputers.

INTERNATIONAL BUSINESS ENVIRONMENT CONCENTRATION
Interdisciplinary - Housed in the McColl School of Business
BUSN 420 International Business
POLS 250 Introduction to Comparative Politics
HIST 202 The West in the World*
*or a substitute course with permission
Choose a focus on Europe or Developing Countries:

EUROPE: *Choose two courses from different disciplines:*
ECON 454 International Trade
HIST 309 Contemporary Europe
HIST 330 British History
HIST 331 Russian History
HIST 332 German History
POLS 301 European Politics

DEVELOPING COUNTRIES: *Choose two courses from different disciplines:*
ANTH 201 Cultural Anthropology
ECON454 International Trade
HIST 307 Latin American History
POLS 306 Politics of Developing Countries
Total Hours: 15 Hrs.

MARKETING CONCENTRATION
BUSN 340 Principles of Marketing
BUSN 452 Marketing Management
BUSN 453 Marketing Research
Choose two of the following courses:
BUSN 351 Consumer Behavior
BUSN 341 Advertising
BUSN 420 International Business
BUSN 455 Personal Selling
BUSN 353 Promotion Management
Total Hours 15 Hrs.

THE PRESBYTERIAN SCHOOL OF NURSING

The Presbyterian School of Nursing offers a major in Nursing leading to the Bachelor of Science in Nursing degree, a major in Nursing leading to the Associate of Science in Nursing degree (see ASN Program) and a Master of Science in Nursing degree (See Graduate Programs).

The four-year baccalaureate degree program provides opportunities for the development of the professional nurse through courses in the Core Program in the Liberal Arts; social, behavioral and natural sciences; fine arts and nursing.

High priority is given to academic excellence and clinical experience. Major emphasis is placed on clinical nursing practice in combination with classroom and laboratory instruction. Selected clinical experiences begin in the second year and progress throughout the program.

The program provides a learning environment in which the individual can develop a personal and professional value system. Pre-licensure graduates are eligible to apply to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN). All graduates are prepared to practice professional nursing in a variety of settings and specialties. The curriculum also prepares students for graduate studies in nursing.

Accreditation

The Vail BSN Program of Nursing is accredited by the Commission on Collegiate Nursing Education. For further information about the accreditation of the program, please contact the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202 887-6791.

Clinical course enrollment

The faculty of the Vail Program of Nursing have an academic, legal and ethical responsibility to protect the public and the health care community from unsafe and/or unprofessional nursing practice. It is within this context that prior to beginning each clinical experience, the student must meet clinical course prerequisites as outlined in the Nursing Student Handbook.

Admission to the major

Admission to Queens University of Charlotte does not guarantee admission the nursing major. Acceptance to the nursing major is competitive and selective. Acceptance is based on a Queens cumulative grade point average and a prerequisite course grade point average of 2.500 and at least a C- in the theory and lab components of all prerequisite courses. When the number of qualified student applicants exceeds the number that can be admitted, the amount of coursework taken at Queens will take on increased significance.

Application to the major

All students must make formal application to the nursing program during the semester in which a minimum of 21 of the 25 prerequisite hours are completed. Students can receive specific information about clinical course requirements, admission, and application from their nursing advisor. The Nursing Student Qualifications Committee (NSQC) reviews applications at specified times during the year and notifies students of committee decisions in a timely manner. Application packets are available in the Nursing Office (704 337-2276) and are due on or before September 21.

Degree requirements

Candidates for the Bachelor of Science in Nursing degree are required to fulfill all graduation requirements as well as the requirements for the Nursing major. Any request for exceptions to the outlined nursing major requirements are to be sent in writing to the chair of the NSQC. In order to graduate with a degree in Nursing, a student must earn at least a C- in all the required courses listed below.

The Nursing Major

Requirements for the Nursing Major for Pre-Licensure students are:
Prerequisite courses to the major:
NURS 205 Nutrition
PSYC 201 General Psychology
PSYC 320 Developmental Psychology
Plus: Health Science Concentration (prerequisite to the major)
CHEM 102 General Chemistry II
CHEM 102L General Chemistry II Laboratory
BIOL 120 Introduction to Medical MicroBiology
BIOL 211 Human Anatomy and Physiology I with lab
BIOL 212 Human Anatomy and Physiology II with lab
Additional required courses for the major:
MATH 206 Statistical Methods
Nursing major courses for pre-licensure students:
NURS 302 Health Assessment
NURS 306 Introduction to Professional Nursing
NURS 304 Pharmacology
NURS 330 Adult Nursing I
NURS 332 Adult Nursing II
NURS 334 Maternal & Newborn Nursing
NURS 336 Child Health Nursing
NURS 354 Nursing Perspectives I
NURS 403 Community Health Nursing
NURS 408 Mental Health Nursing
NURS 454 Nursing Perspectives II
NURS 498 Nursing Internship I
NURS 499 Nursing Internship II

For the Registered Nurse
The RN-to-BSN and the RN-to-MSN programs, offered through the Hayworth College, offer a curriculum designed to accommodate the career advancement and the diverse learning needs of RNs. See the Hayworth College section of the Catalog (Presbyterian School of Nursing) for more information on the RN-to-BSN and the RN-to-MSN programs.

THE SCHOOL OF EDUCATION

Teacher Education

At Queens University of Charlotte, the education of teachers is the joint responsibility of the faculty of the content area departments and the faculty of the School of Education. The School of Education's objectives state that the education of teachers is threefold: they receive liberal education, they pursue in depth their teaching specialties and they acquire the necessary professional knowledge and the skills needed in teaching. Objectives for each area of licensure are listed in the Teacher Education Handbook, available in the School of Education.

Students may obtain a teaching license at the elementary or secondary level within a baccalaureate program.

School of Education's Conceptual Framework: Independent Learner

Queens University of Charlotte has identified the crucial role of the teacher as that of an independent learner. It is critical that teachers keep abreast of current knowledge and skills in their field of study. Their task is to be a model of a learned/learning person for students and through role modeling and instruction to give students the tools that enable them to become independent learners themselves. Independent learners have a high level of curiosity; are intrinsically motivated; reflect on their needs; set personal goals; develop an action plan to attain the goal, practice problem solving, critical thinking and inquiry skills to identify and locate resources needed to achieve the goal; and evaluate the degree to which the goal is achieved. In this recursive model, the independent learner is continually assessing the need to learn. Because of the pace of technology, social and occupational changes in today's society, the static education implied by the traditional transmission of knowledge model of teaching and learning no longer suffices.

The full text is available in the Teacher Education Handbook available from the School of Education.

North Carolina Teacher Licensure

Obtaining a North Carolina Class "A" initial teaching license is possible through programs in elementary (K-6); content areas in French and Spanish (grades K-12); and content areas in English, mathematics, biology, history and social studies (grades 9-12).

All programs are approved by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE), allowing the possibility of licensure reciprocity with other states.

Students pursuing licensure in elementary education (K-6) should major in Elementary Education and can obtain licensure by completing all additional requirements.

Students pursuing licensure in French or Spanish (K-12) should major in French and/or Spanish and can obtain licensure by completing all additional requirements.

Students pursuing secondary licensure (9-12) must complete the appropriate major and can obtain licensure by completing a concentration in secondary education and all additional requirements.

Teacher Renewal, Post Baccalaureate or Graduate Study in Education

Certified teachers seeking teacher renewal credit and persons who already hold a bachelor's degree but wish to enter a teacher education program should contact the School of Education for information.

Transition Points in the Teacher Licensure Program

Application to the Teacher Education Program

Students must apply to the School of Education for admission to the Teacher Education Program by the end of the sophomore year, and prior to completing four Education courses for the Elementary Education program or two education courses for a secondary education program. A student will be applying either to the Elementary Education major or to another Education program.

Requirements for admission include:

- positive recommendations by two Queens faculty
- an overall grade point average of 2.500
- acceptable Student Disposition Forms from both student and faculty
- acceptable scores on the ACT, the SAT, or the Pre-Professional Skills Test (PPST)
- approval of the Teacher Education Committee.

Retention in the Program

Retention in the program is based on the expectation that students demonstrate the characteristics of and conduct themselves as members of the teaching profession. Students may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of the subject
- ability to impart that knowledge
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher

Professional incompetence may be grounds for dismissal from the program and failure to recommend students for licensure.

Application for Student Teaching

Students must apply for student teaching in the term preceding their planned student teaching semester (EDUC499). All professional course work must be completed before the student teaching semester.

To be accepted a student must:

- have positive recommendations by two Queens faculty members;
- have a cumulative grade point average of 2.500;
- have a major grade point average of 2.75;
- have acceptable scores on the ACT, the SAT or the Pre-Professional Skills Test (PPST)
- have acceptable Student Disposition Forms from both student and faculty;
- be in good standing at the University; and
- receive the approval of the School of Education faculty and the Teacher Education Committee.

North Carolina Testing Requirements

Students are highly encouraged to take the tests to meet all licensure requirements prior to completion of student teaching (EDUC499). Currently students are required to take the Praxis II specialty area tests to be licensed in Elementary Education. Information on current testing and application forms for the Praxis I and II may be obtained from the School of Education. For additional information see the School of Education.

Competencies

Licensure requires the achievement of competencies in areas designated by state and national accrediting agencies in general education, professional education and teaching specialty.

Major in Elementary Education

Writing-intensive course requirement
The writing-intensive course requirement is met with EDUC 221.
Degree
The major in Elementary Education leads to the Bachelor of Arts degree.

Requirements for the Major in Elementary Education are:
Professional education requirements (K-6)
EDUC 201 Diversity in Education
EDUC 221 Foundations of American Education
EDUC 225 Curriculum and Instruction in Elementary Schools
EDUC 260 Teaching Children with Special Needs in Elementary Schools
EDUC 270 Educational Technology
EDUC 304 Classroom Management and Conflict Resolution
EDUC 305 Literature for Children
EDUC 310 Educational Psychology
EDUC 335 Critical Issues in Education and School Community
EDUC 401 Teaching Reading and Other Language Arts
EDUC 402 Diagnosis and Correction of Reading Difficulties
EDUC 404 Mathematics Methods/Materials in Elementary Schools
EDUC 411 Social Studies Methods/Materials in Elementary Schools
EDUC 412 Science Methods/Materials in Elementary Schools
Plus:
PSYC 201 General Psychology
MATH 104 Mathematical Ideas
ENVR 101 Environmental Science
Plus:
EDUC 499A Professional Internship: Elementary Student Teaching
This course fulfills the internship requirements

Requirements for Licensure in French or Spanish (K-12) are:

Completion of a major in French or Spanish
Plus:
EDUC 221 Introduction to Teaching
EDUC 270 Educational Technology
EDUC 299* Exploratory Internship in Education
EDUC 310 Educational Psychology
EDUC 345 Content Area Reading
FREN 442 Methods/Materials for Foreign Language Teaching
or
SPAN 442 Methods/Materials for Foreign Language Teaching
* The student must complete the Exploratory Internship at the opposite grade level from student teaching level. EDUC299 may be taken twice.
Plus:
PSYC 201 General Psychology
Plus:
EDUC 499D Professional Internship: Foreign Language
EDUC499D fulfills the internship requirement
EDUC 452 **Post-Practicum Seminar

Requirements Secondary Education Licensure (9-12)* are:

(*Licensure areas are Biology, English, History, Mathematics or Social Studies)
Completion of a major in area in which licensure is desired. Course requirements in the major or additional to the major are noted below.

Biology: Major in Biology

English: Major in English including ENGL 207 & 320 and DRAM 231 or 233.

History: Major in History. Must also complete POLS 201 or 250, ECON 203, SOCI 203 or 250.

Mathematics: Major in Mathematics including MATH 206, 209, 304 and 311. Also recommended: PHYS 101 and 102 and CSCI 131.

Social Studies: Major in History plus 21 credit hours in related social sciences including POLS 201 or 205, ECON 203 and SOCI 203 or 250.

Plus: The concentration in Secondary Education 9-12 below

Secondary Education (9-12) Concentration

This concentration is open only to students majoring in Biology, English, History, Social Studies or Mathematics.

EDUC 221 Introduction to Teaching
EDUC 270 Educational Technology
EDUC 310 Educational Psychology
EDUC 345 Content Area Reading
EDUC 436 Secondary Methods/ Materials
Plus:
PSYC 201 General Psychology
Plus EDUC 499C Professional Internship: Secondary Student Teaching
This course fulfills the internship requirement
Plus EDUC 452 Post-Practicum Seminar

THE SCHOOL OF COMMUNICATION

The School of Communication provides students with the ability to analyze and understand audiences, situations, and sources, and to develop appropriate messages in a variety of interpersonal, professional and mediated contexts.

Programs
The School of Communication offers majors in Communication and Organizational Communication as well as the Master of Arts degree (See Graduate Programs). The major in Organizational Communication is offered only through the Hayworth College program.

Major in Communication
The Bachelor of Arts degree with a major in Communication provides students with a solid liberal arts education, enabling them to become better consumers, critics, and creators of Communication in a variety of settings. Critical thinking and situational analysis based on a foundation of strong speaking and writing enhance the students' ability to communicate.

Tracks within the major
Majors elect one of three tracks: journalism, corporate Communication or Communication studies. Students interested in how news and public affairs messages are developed for the media may elect journalism; students interested in how communication occurs within organizations or between organizations and their publics may elect corporate communication; and students interested in the way considerations such as interpersonal, intercultural, nonverbal and gender communication play out across organizational, public, private and mass communication contexts may elect communication studies.

Double majors
Many students choose to double-major; popular complimentary majors include Psychology, History, English, Art, Political Science, Philosophy-Religion and Business.

Concentrations
For non-majors, concentrations in Communication studies, corporate Communication, electronic journalism, media studies, print journalism and popular culture are available.

Careers
The broad liberal arts education provided by a major in Communication constitutes an excellent basis for a variety of careers as well as for further study. Alumni thrive in such areas as law, journalism, advertising, public relations, human resources, the ministry, social work, government and education.

Writing-intensive course requirement
The writing-intensive course requirement is met with either COMM 204: News Writing and Editing or COMM 207: Advanced Expository Writing.

Degree
The major in Communication leads to a Bachelor of Arts degree.

COMMUNICATION MAJOR

Requirements for a major in Communication are:

Core:

COMM 101 Introduction to Communication Studies
COMM 200 Public Speaking
COMM 204 Introduction to News Writing and Editing or
COMM 207 Advanced Expository Writing
COMM 480 Communication Theory
COMM 485 Communication Research
Plus complete journalism, corporate Communication, or Communication studies track:

Journalism Track

COMM 204 Introduction to News Writing and Editing* or
COMM 207 Advanced Expository Writing*
**take one course for the major's core requirement and the other for the track*
COMM 304 Advanced News Writing: Print
COMM 310 Advanced News Writing: Broadcast or COMM 315 Layout and Design
COMM 352 History of American Journalism
COMM 364 Media Law and Ethics
Plus complete 9 hours of elective courses from the following lists.
Electives from other tracks may be selected with permission of the major advisor.

Choose 3 hours from:
COMM 213 Practicum in Communication: Queens Chronicle
COMM 233 Television History and Criticism
COMM 302 Elements of Actuality
COMM 305 Organizational Communication
COMM 309 Media Aesthetics
COMM 322 Interpersonal Communication
COMM 343 Mass Communication
COMM 360 Topics in Communication
Choose 6 hours from:
ART 216 High Renaissance Art to the Present Time
ART 227 Photography
ART 315 20th & 21st Century Art
ART 329 Photography II
ENGL 210 British Literature to 1660
ENGL 220 British Literature, 1660 to the Present
ENGL 230 Survey of American Literature
ENGL 240 American Literature 1865-Present
ENGL 300 World Literature
ENGL 306 Introduction to Creative Writing
HIST 202 The West in the World
HIST 204 United States Since 1877
HIST 361 Ideas and Values in Conflict in History
HIST 362 Contemporary Ideas and Values
HIST 363 The History of Our Time
POLS 201 American Politics
POLS 250 Introduction to Comparative Politics
POLS 270 Introduction to World Politics
POLS 309 Campaigns and Elections
POLS 320 Ethnic, Minority and Gender Politics
POLS 335 Social and Political Thought
SOCI 250 Social Issues and Problems
SOCI 316 Women in Society

Corporate Communication Track
COMM 305 Organizational Communication
COMM 335 Persuasion* or COMM 343 Mass Communication*
COMM 341 Advertising* or COMM 342 Public Relations*
*Alternative course may be taken as an elective
Plus complete 15 hours of elective courses from the following lists. Electives from other tracks may be selected with permission of the major advisor.
Choose 9 hours from:
COMM 204 Introduction to News Writing and Editing *
COMM 233 Television History and Criticism
COMM 302 Elements of Actuality: Audio, Video and Performance
COMM 312 Nonverbal Communication
COMM 317 Gender and Communication
COMM 322 Interpersonal Communication
COMM 327 Intercultural Communication
COMM 343 Mass Communication
COMM 344 Small Group Communication
COMM 360 Topics in Communication
COMM 364 Media Law and Ethics
**If not taken for a Core requirement.*

Choose 6 hours from:
ART 216 High Renaissance Art to the Present Time
ART 227 Photography
BUSN 333 Principles of Management
BUSN 340 Marketing
BUSN 353 Promotion Management
ENGL 210 British Literature to 1660
ENGL 220 British Literature, 1660 to the Present
ENGL 230 Survey of American Literature
ENGL 300 World Literature
HIST 204 United States Since 1877
HIST 350 Pop Culture and the Consumer Ethic in America
HIST 361 Ideas and Values in Conflict in History
HIST 362 Contemporary Ideas and Values
HIST 363 The History of Our Time
POLS 201 American Politics
POLS 309 Campaigns and Elections
POLS 320 Ethnic, Minority and Gender Politics
POLS 335 Social and Political Thought
PSYC 303 Social Psychology
SOCI 250 Social Issues and Problems
SOCI 316 Women in Society

Communication Studies Track
COMM 317 Gender and Communication* or COMM 327 Intercultural Communication*
COMM 322 Interpersonal Communication
COMM 335 Persuasion
COMM 343 Mass Communication
**Alternative may be taken as an elective*
Plus complete 12 hours of elective courses from the following lists.
Electives from other tracks may be selected with permission of the major advisor.

Choose 6 hours from:
COMM 231 Film History and Criticism
COMM 233 Television History and Criticism
COMM 302 Elements of Actuality: Audio, Video and Performance
COMM 305 Organizational Communication
COMM 309 Media Aesthetics
COMM 312 Nonverbal Communication
COMM 341 Advertising
COMM 342 Public Relations
COMM 344 Small Group Communication
COMM 351 Film Studies
COMM 360 Topics in Communication

Choose 6 hours from:
ART 216 High Renaissance Art to the Present Time
ART 227 Photography
ART 315 20th & 21st Century Art:
ENGL 210 British Literature to 1660
ENGL 220 British Literature, 1660 to the Present
ENGL 230 Survey of American Literature
ENGL 240 American Literature 1865-Present
ENGL 300 World Literature
ENGL 320 Linguistics
ENGL 351 Literature and Film
HIST 204 American History Since 1877
HIST 315 Oral History
HIST 362 Contemporary Ideas and Values
HIST 363 The History of Our Time
POLS 201 American Politics
POLS 309 Campaigns and Elections
POLS 320 Ethnic, Minority and Gender Politics
POLS 333 Classic Political Thought
POLS 334 Modern Political Thought
PSYC 303 Social Psychology
PSYC 312 Sensation and Perception
SOCI 250 Social Issues and Problems
SOCI 316 Women in Society

Concentrations Housed in the School of Communication

COMMUNICATION STUDIES CONCENTRATION
COMM 101 Introduction to Communication Studies
COMM 200 Public Speaking
Choose three from:
COMM 204 Introduction to News Writing and Editing
COMM 207 Advanced Expository Writing
COMM 305 Organizational Communication
COMM 312 Nonverbal Communication
COMM 317 Gender and Communication
COMM 322 Interpersonal Communication
COMM 327 Intercultural Communication
COMM 335 Persuasion
COMM 343 Mass Communication
Total Hours 15 Hrs.

CORPORATE COMMUNICATION CONCENTRATION
COMM 305 Organizational Communication
Choose three from:
COMM 322 Interpersonal Communication
COMM 335 Persuasion
COMM 341 Advertising
COMM 342 Public Relations
COMM 343 Mass Communication
Choose one from:
BUSN 320 Business Ethics
BUSN 333 Principles of Management
BUSN 340 Marketing
BUSN 353 Promotion Management
POLS 309 Campaigns and Elections
PSYC 303 Social Psychology
Total Hours 15 Hrs.

ELECTRONIC JOURNALISM CONCENTRATION
COMM 200: Public Speaking
COMM 204: Introduction to News Writing and Editing
COMM 310: Advanced News Writing: Broadcast
COMM 364: Media Law & Ethics
COMM 309 Media Aesthetics or COMM 311 Critical Approaches to Media
or COMM 360 Topics in Communication
Total Hours 15 Hrs.

MEDIA STUDIES CONCENTRATION
COMM 343 Introduction to Mass Communication
One course in television or film studies
COMM 309 Media Aesthetics
COMM 311 Critical Approaches to Media
COMM 335 Persuasion or COMM 341 Advertising or COMM 360 Topics
in Communication or ISYS 290 or approved elective (such as International Mass Media)
Total Hours 15 Hrs.

PRINT JOURNALISM CONCENTRATION
COMM 213 Queens Chronicle (twice)
COMM 304 Advanced Media Writing
COMM 315 Layout and Design or CIS 290 Introduction to Digital Multimedia
COMM 364 Media Law & Ethics
Total Hours 15 Hrs.

POPULAR CULTURE CONCENTRATION
Choose five courses:
COMM 231 Film History and Criticism
COMM 232 Television History and Criticism
COMM 311 Critical Approaches to Media
COMM 343 Mass Communication
COMM 351 Film Studies
ART 306 History of Design
ART 315 Art of the Modern Era
ART 325 History of Photography
ART 400 Art Criticism

MUSC 200 From Jazz to Rock 'n' Roll
MUSC 207 Music in America
or approved elective.
Total Hours 15 Hrs.

SUMMARY of CONCENTRATIONS and PRE-PROFESSIONAL PROGRAMS

There are four different types of concentrations: Pre-professional, Departmental, Multi-Disciplinary, Interdisciplinary, and Restricted. A concentration is required for the baccalaureate degree. For policies on concentrations see page 37.

Pre-Professional Programs

The pre-professional programs of study are recommended for students in any major who wish to pursue professional studies after graduation. Students who plan to apply to professional programs should check the admissions requirements for each school to which they might apply.

Departmental Concentrations

Departmental concentrations are offered for any major.

Multi-Disciplinary and Inter-Disciplinary Concentrations

Multi-Disciplinary and Inter-Disciplinary concentrations are offered for any major.

The Concentration Requirements

The concentrations are listed below under the department or school where they are housed. The course requirements for each concentration are found after that department or school's major offerings in the preceding section.

THE COLLEGE of ARTS and SCIENCES

PRE-PROFESSIONAL PROGRAMS

These concentrations are recommended for students in any major who wish to pursue professional studies after graduation. Students who plan to apply to professional programs should check the admissions requirements for each school to which they might apply.

Biology Department
Pre-Medical / Pre-Dental Program
Pre-Physical Therapy Program
Pre-Occupational Therapy Program
Pre-Veterinary Medicine Program
Political Science Department
Pre-Law

FINE ARTS CONCENTRATIONS

Art Department
Studio Art
Art History
Graphic Design
Interior Design
*Arts Management (*Restricted to majors in Art, Music and English/Drama)
Music Department
Music
Music History
*Applied Instrumental (*Restricted concentration: open only to Music - Instrumental Performance majors)
*Applied Voice (*Restricted concentration: open only to Music- Voice majors)

NATURAL SCIENCES AND MATHEMATICS CONCENTRATIONS

Biology Department
Biological Sciences
Human Biology
*Environmental Biology (*Interdisciplinary: not available for Biology majors)
Physical Sciences I
Chemistry Department
Chemistry
Physical Sciences II
Physical Sciences III
* Environmental Chemistry (*Interdisciplinary: not available for Biology majors)
Environmental Science Department
*Environmental Studies (*Not available for Environmental Science majors)
*Environmental Policy (*Not available for Environmental Science majors)
Computer Information Systems - Mathematics Department
Computer Information Systems
Actuarial Science
Applied Mathematics
Mathematics
Mathematics for Critical Thinking
Mathematics/Chemistry

HUMANITIES CONCENTRATIONS

English-Drama Department
- American Literature
- British Literature
- Dramatic Literature
- Theatre
- Writing
- American Studies (interdisciplinary concentration)

Foreign Language Department
- French
- Spanish

History Department
- European History
- United States History
- Ancient History
- Intellectual & Cultural Studies
- Contemporary Intellectual & Cultural Studies
- Intellectual History
- Political History

Philosophy-Religion Department
- Philosophy
- Religion
- Ethics

SOCIAL SCIENCES CONCENTRATIONS

Political Science – International Studies Department
American Political Studies
Asian Political Studies
Political Science
Ethnic and Minority Studies
European Political Studies
Political Economy
International Studies

Psychology Department
Psychology
Anthropology
Sociology
Women's Studies
*Psychology/Science (*Restricted concentration: open only to Music Therapy majors)

McCOLL SCHOOL OF BUSINESS CONCENTRATIONS
Marketing
International Business Environment

SCHOOL of EDUCATION CONCENTRATION
*Secondary Education (9-12) (*Restricted concentration: open only to students majoring in Biology, English or Mathematics and seeking secondary education licensure)

SCHOOL of COMMUNICATION CONCENTRATIONS
Communication Studies
Corporate Communication
Electronic Journalism
Media Studies
Print Journalism
Popular Culture

Undergraduate Academic Policies

The following policies apply to all undergraduates enrolled in the traditional Undergraduate Program or in the Hayworth College program.

Academic Responsibility
While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for a degree.

Academic Advising
To assist the student with this responsibility, each student is assigned an academic advisor. It is the student's responsibility to schedule appointments with his or her academic advisor as often as necessary in order to plan course schedules for each term, and to discuss current academic questions and problems.

Catalog of Entry
In general, a student must fulfill the degree and major requirements set forth in the Catalog which was current when the student matriculated. Other academic policies amended while a student is enrolled at Queens may well be deemed to apply regardless of the policies stated in the Catalog of entry. Further, curricular exigencies or other circumstances may require the University to modify degree or major requirements from those at entry and that right is reserved. Should a student leave the University and be readmitted, their catalog of entry will change to the catalog in effect at the time of their return.

Class Status
Students are assigned class status according to the number of credit hours earned. A freshman has earned from 0 to 23 credit hours. A sophomore has earned 24 to 51 credit hours. A junior has earned 52 to 89 credit hours. A senior has earned 90 or more credit hours.

Full-Time / Part-Time Status
Undergraduates enrolled in 12 or more credit hours per term are considered full-time students. Undergraduates enrolled in 1-11 credit hours per term are considered part-time students.

Transfer Students
The student who enters Queens with prior academic credit from another regionally accredited institution is considered a transfer student. The Registrar will audit the transcripts to determine the transfer student's class status, the credit hours awarded and their applicability to Queens' graduation requirements. Transfer students must meet all degree requirements in their catalog of entry including the residency requirements. No more than 60 academic credit hours transferred from two year institutions, and no more than four credit hours in physical education, may be applied to the hours required for graduation.

Non-Degree Student Status
A student who applies to Queens without the intent to earn a bachelor's degree is admitted as non-degree student. Unless the student is admitted to a specific non-degree program of study requiring more than 15 hours, non-degree students may attempt no more than a cumulative total of 15 credit hours. After attempting 15 credit hours the non-degree student must either apply for admission as a degree candidate or request special permission to continue. Non-degree students must maintain a grade point average of 2.000 comply with all University policies and regulations.

Visiting Student Status
A degree candidates at another college or University who are taking courses at Queens by special arrangement is considered a visiting student.

Taking Courses at Charlotte Area Educational Consortium (CAEC) Institutions
Students paying the comprehensive fee may enroll in a course at one of the 23 CAEC institutions with no additional charge if the course is not offered at Queens. Arrangements for registration at another CAEC institution are made through the Registrar's Office. See the Registrar for additional information.

Taking Courses at Other Institutions
After admission to Queens a student must receive prior approval to take a course at another institution in order for the credit to be transferred back to Queens. Generally the course must be equivalent to or supplemental to a course offered at Queens. In order to transfer credit to Queens for a course taken at another institution a Queens student must (1) complete the Undergraduate Transfer Credit Approval form and secure all required signatures of approval, (2) earn a grade of "C" or better in the course, and (3) have the other institution send an official transcript of the coursework to the Registrar at Queens University of Charlotte. The form is available at http://www.queens.edu/registrar/forms.asp.

Charlotte Area Educational Consortium Student Status
Degree-seeking students at the area colleges which make up the Charlotte Area Educational Consortium may enroll in a course at Queens during the fall or spring terms. Special policies apply.

Admission and Dismissal from the Program-of-Entry
A student is admitted to one University program: the traditional Undergraduate Program, the Hayworth College program, the ASN program, or a graduate program. The student who wishes to move his/her program-of-entry to another program must apply through the appropriate Admissions Office. A student who has been dismissed from their program-of-entry is dismissed from Queens University of Charlotte and must apply for readmission.

Transfer Between Programs
A student who has been admitted into a Queens undergraduate program and completed at least one term, and who then wishes to transfer to a different program, may make formal application through the appropriate Office of Admissions provided that the student has earned a minimum cumulative grade point average of 2.000 at Queens University of Charlotte, is not on any type of academic or social probation, and is in good standing with the University.

A form requesting permission to apply to transfer is available from the offices of admissions must be submitted prior to application for admission. A student who transfers to a different program must then complete all of that program's degree requirements, follow that program's policies, pay that program's tuition and fees, and will be eligible only for that program's services and financial aid options.

Double Majors
A student may double major by completing all requirements in two different majors that lead to the same baccalaureate degree. Departmental restrictions may apply. The student who wishes to double major should check with his or her advisor.

Cross-Program Majors

An undergraduate student may add a second major that is offered only through Hayworth College provided that the student submits a written request that is approved by the student's advisor, the dean(s) of both majors and if appropriate the chair of the department offering the Hayworth major. The student's degree requirements are not affected.

Similarly, a Hayworth College student may add a second major offered only through the traditional undergraduate program provided that the student submits a written request that is approved by the student's advisor, the dean of Hayworth College, the chair of the department offering the second major and that dean. The Hayworth College student's degree requirements are not affected.

Earning Dual Degrees Simultaneously

A student may earn two different bachelors degrees simultaneously provided that he or she completes different majors leading to different degrees, and earns at Queens at least 30 additional credit hours beyond the minimum hours required for a single bachelor's degree.

Earning a Second Degree at Queens

A students who holds an undergraduate degree, either from Queens or from another regionally accredited institution, may obtain a second baccalaureate degree from Queens provided the major is different from that of the original degree.

Such a student must meet all of the degree requirements of the Catalog of entry except for the residency requirement, which is reduced from 45 credit hours to 30 credit hours.

Adding a Second Major After Graduation

Queens alumni who wish to return to add a second major may do so by fulfilling only the major requirements as stipulated in the catalog for the year of re-entry to Queens, so long as the second major leads to the same degree already earned.

Class Attendance

In general, students are expected to attend all class sessions. Specific policies are set for each course by individual faculty members and should be printed in the syllabus and announced at the beginning of the term. It is the student's responsibility to know the attendance policy in a particular course. A faculty member will, if possible, allow a student to make up or complete academic assignments when the student misses class because of illness or for other justifiable reasons. A faculty member will, if possible, allow one additional absence beyond the number normally permitted to a student who misses class while representing the University at official University functions and will, if possible, allow a student to make up missed quizzes or make other arrangements for missed quizzes or tests. It is the student's responsibility to notify the professor of such absences in advance and in writing. It is expected that a student will only use other absences for legitimate purposes such as personal or family illness or crises. It is a violation of the Honor Code for a student to be untruthful about a class absence. The student is always responsible for notifying faculty of anticipated absences. University offices may not excuse students for class absences. They may, however, notify faculty members upon request when illness or grave circumstances beyond the student's control necessitate a class absence.

Eligibility to Represent the University

Students who are on academic probation, on social probation for six weeks or longer, or suspended from a class or from the University, are not eligible to represent the University in off campus extracurricular activities, to participate in varsity athletics, to hold campus office or to run for campus office until the probation or sanction is lifted.

REGISTRATION

A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar.

An undergraduate may register for any undergraduate course for which they have the prerequisites as long as space is available and there are no special restrictions on the course. A student who registers for a course outside of their program of entry must follow that program's calendar and policies.

Course load for students admitted to the traditional Undergraduate Program

The University considers 12-16 hours as a normal full-time course load during fall or spring semesters, but recognizes that some majors or programs could require up to 18 hours in some semesters. Should a student wish to enroll for more than 18 hours, he or she may do so but must have a 3.000 grade point average and permission of his or her advisor. A student who wishes to enroll for more than 18 hours, but does not have at least a 3.000 grade point average, must have the permission of his or her advisor as well as the advisor's department chair. Exceptions for music therapy majors will be made by the director of the music therapy program.

Course load for students admitted to Hayworth College

Adult students attending Queens in the evening while working full time typically carry from six to nine credit hours per term. A student who wishes to take more than 12 hours should consult the academic advisor.

GRADING

Queens uses the following system of grades and grade point values per credit hour for undergraduate classes:

Grade	Grade Point Value	Interpretation
A	4.000	Superior
A–	3.700	
B+	3.500	
B	3.000	Good
B–	2.700	
C+	2.500	
C	2.000	Satisfactory
C–	1.700	
D+	1.500	
D	1.000	Poor
F	0.000	Fail
P	(0)	Pass
AU	(0)	Audit

W Withdrew – no effect on grade points

I Incomplete "I" is a temporary grade that will become a letter grade upon either completion or the end of the time period for completion. No effect on grade points.

K "K" is a temporary grade given at end of first term of a two-term course to indicate satisfactory progress. Will be replaced by letter grade upon completion of the second-term of the course. No effect on grade points.

WIP Work in Progress. "WIP" is a temporary grade used on a transcript printed before the end of the term and will be replaced by letter grade upon completion of the term. No effect on grade points.

Grade reports are provided to students at the end of each term. Midterm reports are issued to students in the traditional undergraduate program in the fall and spring terms to indicate special difficulties in course work in progress. Only final course grades are permanently recorded.

Grade Point Average
A student's cumulative grade point average at Queens is based solely on academic work at Queens and is not affected by course credit earned at another institution. The grade point average is used to determine eligibility for graduation. It is calculated by dividing the total number of points by the total number of graded credit hours attempted

Pass/No Record
Pass/No Record (P/NR) is a grading system designed to encourage students to explore new areas. The grade of "P" is recorded when a student earns a grade of C- or better in the course. If a student earns a D+, D or F, the "Z" designation is used on the student's grade report, but is not recorded on the student's permanent academic record and does not affect the student's cumulative grade point average.

Some courses are designated P/N for all students. Other courses may not be taken P/N by any students. A student may take up to two elective courses per academic year, but no more than one course per term, on a P/N basis. Only elective courses may be taken on a P/N basis. A course that will meet a specific degree requirement, such as a general education requirement or major requirement, may be taken on a P/N basis only with special permission.

A student must request the P/N grade status at registration or during the drop/add period. However, the student who has begun a course with the P/N grade status can change to a regular graded basis until the date on the term calendar designated "last day to withdraw from a course." The student is responsible for requesting this change in writing from the Registrar's Office prior to this deadline.

Pass/Fail
Pass/Fail is the grading system used for specially designated courses. The grade of "P" is recorded when a student earns a grade of C– or better in the course. An F is recorded when the work is unsatisfactory. "P/F" differs from "P/NR" in that Fs are recorded on the student's permanent academic record, while NRs are not.

Incomplete Status
The grade of Incomplete (I) is given at the discretion of the instructor and only when unusual circumstances make it impossible for the student to complete the course work by the end of the term. The student is responsible for requesting an "I" by obtaining and completing the appropriate form from the Office of the Registrar. The student is also responsible for arranging to complete incomplete work. A grade of "I" received during fall term must be changed a regular letter grade by the end of the second full week of regular classes of spring term; an "I" received during spring term or summer term must be changed to a regular letter grade by the end of the second full week of regular classes of fall term. Conversion of an "I" to a regular grade may affect financial aid. A grade "I" automatically becomes an "F" if the student fails to make up incomplete work satisfactorily by the above deadlines.

The Undergraduate Student Qualifications Committee (U-SQC) will review end-of-term transcripts of students who receive an "I." The U-SQC will regard the Incomplete as grade neutral; therefore, the "I" will not affect the student's grade point average until the "I" is converted to a regular grade. Nor will the "I" impact the potential of academic sanctions resulting from a student's term and/or cumulative grade point average.

Repeated Courses

Some courses are specifically listed "may be repeated for credit." The following policies refer to repeating any other course.

If a student fails a course, the student may repeat that course only once, either at Queens, or at another regionally accredited institution with prior approval of the appropriate department chair or dean. The F grade will remain on the student's record. If the course is repeated at Queens, both the F and the second grade will be figured into the student's cumulative grade point average. If a course is repeated at another institution, the credit (but not the grade) will transfer; thus the original F only will be figured into the cumulative average. A student also may elect to repeat a course at Queens in order to demonstrate mastery of the material. In this case, both the original and the second grade will be figured into the student's grade-point average; no additional credit hours will be awarded. In either case, a course may be repeated only once, either at Queens or at another institution. No more than two courses in the student's major field may be repeated. Tuition is charged for all repeated courses.

Auditing Courses

A student in the traditional undergraduate program who is enrolled in 12 to 16 credit hours and maintaining a cumulative grade point average of 3.000 or better may audit a course with the prior approval of the advisor and the Registrar. The student receives no credit for an audited course, but the grade "AU" will appear on the student's transcript. Drop/Add and course withdrawal policies apply to audited courses and auditors are expected to attend class regularly. Some courses may be closed to auditors. Regular tuition charges apply.

A Hayworth College student may audit a course with the consent of the dean of Hayworth College.

Academic Grievances

The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and transcription of grades), not the qualitative and subjective elements of grading. Students who believe they have detected an error in the computation or transcription of a grade should initiate the challenge process by the end of the first month in the following term in which the disputed grade was given, by consulting with the faculty member concerned. If a satisfactory agreement is not reached, the student should consult with the chair of the department in which the dispute occurred. If a satisfactory agreement is still not reached, the student should consult with the faculty member's dean.

COURSE DROP, ADD OR WITHDRAWAL

See also Withdrawal and Financial Obligations.

Drop and Add

The drop and add period is limited. The deadline is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site: http://www.queens.edu/registrar. When a course is dropped during the Drop/Add period that course is not reflected on the student's transcript. A student who drops all courses at Queens in his or her first semester of attendance will not have matriculated into the University.

Withdrawal from a Course

After the drop/add period has ended the student who does not wish to continue in a course must Withdraw from the course. The withdrawal period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site: http://www.queens.edu/registrar. A status of "W" will be recorded if the student withdraws during the withdrawal period.

Late Withdrawal from a Course

After the deadline for withdrawal, a student may only withdraw from a course with the approval from the Student Qualifications Committee.

Abandoning a Class

A student who simply stops attending a class will receive a grade of "F" for the course.

WITHDRAWAL FROM THE UNIVERSITY

See also Withdrawal and Financial Obligations.

Withdrawal By the Student

A student in the traditional undergraduate program who chooses to drop or withdraw from all courses in which he or she is enrolled must withdraw from the University.

A Hayworth College student who chooses to drop or withdraw from all courses in which he or she is enrolled may either withdraw from the courses, or withdraw from the University.

To withdraw from the University a student must complete the Official Withdrawal Form available in the Office of the Registrar. If documentation from the attending physician is presented with the Official Withdrawal Form a "medical withdrawal" will be granted.

Upon withdrawal from the University, the Registrar will drop (during add/drop period) or withdraw (after the drop/add period) the student from all classes enrolled. The student will receive written confirmation that the courses have been dropped/withdrawn. The effective official withdrawal date will be the date the form is received by the Registrar. The date of withdrawal will affect tuition refunds and/or financial aid funding. A student who abandons a class will be assigned the grade of "F." In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance.

Withdrawal By the University

A student in the traditional undergraduate program must maintain continuous enrollment at Queens (excluding the summer term) to remain an active student. If the student does not maintain continuous enrollment (is absent either fall or spring term without appropriate approval), he/she will become an inactive student and must apply for readmission in order to return.

A student in the Hayworth College program does not have to maintain continuous enrollment to remain an active student, but may be absent for one term if the student returns in the following term. If the student is absent for two consecutive terms, including summer term, he/she will become an inactive student and must apply for readmission in order to return.

In addition, the University reserves the right to require at any time the withdrawal of any student whose conduct or academic work is not considered satisfactory.

Readmission After Withdrawal

A student who has withdrawn from the University, been dismissed from the University, or become inactive must apply for readmission in order to return.

Leave of Absence

With the endorsement of the academic advisor, a student in good standing (with a cumulative GPA of 2.000 or above) may request a leave of absence from Queens.

A student in the traditional undergraduate program may be granted a leave of absence for up to two consecutive terms. A student in the Hayworth College program may be granted a leave of absence for up to three terms including the summer term.

Approval for a leave of absence may be granted for medical or personal reasons, or to enroll in an off-campus academic program or experience that supports the student's program of study. If the student plans to take courses away while on leave, prior approval must be received for all courses to be taken at other institutions to ensure those credits will transfer and apply to the degree program at Queens. Contact the Registrar's Office for more information.

Returning from a Leave of Absence

A student returning from an approved leave of absence should contact the Office of the Registrar prior to his/her return to Queens. If returning within the approved timeframe (two academic terms) the student may simply resume the degree and major programs in effect at the time leave was granted (their original catalog of entry). In addition, if the student was given prior approval to enroll in another institution while absent from Queens, the student must request a copy of the transcript be sent to the Queens Registrar for review of the transfer credit. A student who does not return within the allotted timeframe will be considered an inactive student and must apply for readmission in order to return.

Readmission

A student who has withdrawn in good academic standing and wishes to return to Queens may apply for readmission by submitting an application to the Undergraduate Office of Admissions. If the student has taken classes at another institution, the student should provide a statement of good standing from the Dean of Students office. In addition, two original transcripts of any work attempted at other institutions must be sent to the Office of Admissions.

A student who wishes to be admitted following dismissal from the University must apply through the Readmission Committee of the Undergraduate Office of Admissions. A student who has medically withdrawn from the University must provide a letter from their attending physician describing the medical condition and providing clearance for the student to return to Queens.

DEAN'S LIST

Degree candidates who achieve a term average of 3.500 in at least 12 hours of graded academic work are named to the Dean's List. A student with an Incomplete grade will not be considered for the Dean's List. Courses in which the grade of "P" is earned, and courses numbered 099, will not count towards the 12-hour minimum.

An annual Dean's List is also compiled for Hayworth College students. For more information see the Hayworth College section.

GRADUATION

A student may receive a degree only after meeting all degree requirements.

Application for Graduation

It is the student's responsibility to be aware of progress toward the degree and to file a completed Application for Graduation form in the Registrar's Office by these deadlines:

- For Spring completion, the Application is due before of the end of the preceding Fall's Add-Period.
- For Summer completion, the Application is due before the end of the preceding Spring's Add-Period.
- For Fall completion the Application is due before the end of the preceding Summer's Add-Period.

Application forms are available from the academic advisor and the Registrar's Office and are also available on the website at http://www.queens.edu/registrar/

Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms and in the current spring term. The degree awarded is posted on the student's transcript at the end of the term in which all requirements have been completed. The diploma is awarded in May.

Honors at Graduation

Summa cum laude, magna cum laude, and cum laude honors are awarded by the University for academic excellence. Summa cum laude is awarded to students who have a grade point average of 3.850; magna cum laude is awarded to students who have a grade point average of 3.650; and cum laude to students who have a grade point average of 3.500. The grade point average will be determined only by work taken at Queens, and a student must have completed at least 60 hours at Queens to be eligible for graduation with honors.

STUDENT QUALIFICATIONS

The faculty has established standards of satisfactory academic progress which are administered by its University Student Qualifications Committees (U-SQC).

Admission on Probation

A student admitted on academic probation must meet the terms of probation set in his/her admission letter, which may vary, in order to be allowed to continue in the program.

Academic probation and dismissal

A student whose cumulative grade point average falls below the following levels for each class standing is placed on academic probation.

MINIMUM CLASS STANDING REQUIRED

Class Standing	Credit Hours Earned	Min. GPA Cumulative Required
Freshman	0-12	1.500
	13-23	1.800
Sophomore	24-37	1.800
	38-51	1.900
Junior	52-70	1.900
	71-89	2.000
Senior	90 or more	2.000
Non-degree student	1 or more	2.000

DETERMINING PROBATION OR DISMISSAL

At the end of each term the U-SQC reviews the record of each student in academic difficulty.

The record of any undergraduate student (degree or non-degree: part-time or full-time) will be reviewed after attempting a minimum of 9 credit hours at Queens University of Charlotte.

The First Review To Determine Academic Probation Or Dismissal

A student whose cumulative grade point average (GPA) falls below the minimum class standing, but whose term GPA is above 1.000 is placed on academic probation. A student who has a term GPA below 1.000 may be placed on academic probation or academically dismissed from the University, regardless of the cumulative GPA. A student whose term GPA falls below 1.000 and who's cumulative GPA falls below the minimum class standing will be academically dismissed from the University.

Subsequent Reviews

The committee will review a student previously placed on probation, or admitted/readmitted on probation, after the full-time student has attempted 9 or more credit hours since being placed on probation, or the part-time student has attempted 6 or more credit hours since being placed on probation.The student must have earned a term GPA of 2.000. If not, regardless of the cumulative GPA, the student will be academically dismissed from the University. If the term GPA is 2.000 or above, but the cumulative GPA falls below the minimum class standing, the committee may choose to continue the student on probation for one more term or to academically dismiss the student from the University. If the term GPA is 2.000 or above, and the cumulative GPA meets the minimum class standing, the committee will remove the probation.

Appeal

A student has the right to present a written appeal concerning academic probation or dismissal decisions to the University Student Qualifications Committee (U-SQC) before the last day to add classes for the next term (including summer term). The student will receive written notice of the decision. The decision of the committee in regard to the appeal is final.

Restrictions While on Probation

A student on probation may not enroll in more than 15 credit hours in any one term; will be reviewed again after having attempted 9 or more credit hours since being placed on probation; must complete the course work for all courses with an incomplete grade (grade of "I") and receive a letter grade at least 72 hours prior to the first day of class for the next term; may not represent the University in off-campus extracurricular activities, participate in varsity athletics, hold campus office or run for campus office, until the probation or sanction is lifted.

Probation and Federal Financial Aid

A student admitted or placed on probation by U-SQC may only receive federal financial aid for one term.

Readmission Following Academic Dismissal

A student who has been academically dismissed from the University may apply for readmission. The student should attempt and successfully complete 9 or more graded credit hours in a single semester at a regionally accredited institution (A student must earn a C or better in all courses taken); submit an application for readmission; submit official transcripts showing the successful completion of these courses; submit a personal statement stating their goals and accomplishments since leaving Queens; and submit a memo to the Student Qualifications Committee stating why they want to return to Queens.

A student readmitted to the University is normally admitted on probation and reviewed after the first term based on the guidelines above for Subsequent Reviews. Readmitted students are subject to the academic requirements in effect at the time of readmission (catalog of entry of the term readmitted).

The Pauline Lewis Hayworth College

In addition to the traditional Undergraduate Program of day classes, Queens University of Charlotte also offers a baccalaureate degree program and continuing education opportunities through the Pauline Lewis Hayworth College.

Hayworth College serves working adults in the Charlotte area who wish to earn or complete their degree attending classes in the evenings or on weekends. Some online classes are also available. The degree requirements differ from those in the traditional program, as do some of the services offered.

Through Hayworth College, the College of Arts & Sciences and the Schools of Business, Communication, Education and Nursing offer a program of classes leading to the Bachelor of Arts and Bachelor of Science in Nursing degrees. Nine majors are offered.

- The College of Arts & Sciences offers majors in American Studies, Computer Information Systems, English, Human and Community Services, Interior Design and Psychology.
- The McColl School of Business offers the major in Business Administration.
- The Presbyterian School of Nursing offers the major in Nursing through Hayworth College. However, all of the requirements for this major cannot be completed in evening and weekend classes; clinical courses are offered only during the day.
- The School of Education offers the major in Elementary Education, as well as courses for teacher licensure. It is possible for a student to take all course required for secondary licensure in English in Hayworth College.
- The School of Communication offers the major in Organizational Communication.

In addition the Bachelor of Arts degree with a major in Radiologic Technology is available to the student who is certified by the American Registry of Radiologic Technologists.

Hayworth College also admits students as non-degree candidates who wish to take courses for personal or professional enrichment.

ADMISSION

Prospective students who are interested in a traditional undergraduate program of day classes should see the section of the Catalog on Undergraduate Admissions and The Undergraduate Program.

Hayworth College welcomes students who wish to begin college for the first time, complete a first or second bachelor's degree, or just take a particular course. Hayworth College recognizes that an adult learner's previous academic performance often cannot predict his or her ability to be academically successful in the present. Motivated adult learners are therefore allowed to demonstrate their ability to succeed in the challenging academic environment at Queens, with continued enrollment contingent upon performance.

Applications for admission may be obtained by writing the Admissions Office, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, North Carolina 28274 or by calling 704 337-2314, or by email: hayworth@queens.edu or by visiting www.queens.edu.

Campus Visits
Students seeking information about the University are encouraged to visit the campus and the Hayworth Admissions Office. The office is open from 9am-6pm, Monday through Thursday, and 9am-4:30pm on Fridays. Appointments can be made outside of regular office hours by calling 704 337-2314.

Application Deadline
While there are no deadlines for application, prospective students should apply for admission as early as possible. The Admissions Office will act on an application as soon as all required information has been received. The Registrar will evaluate the transcripts of accepted candidates only after all college transcripts have been received and a candidate has been fully accepted. Admission to Hayworth College does not require SAT scores or a medical history. Students admitted to Hayworth College are not required to take foreign language or mathematics placement tests.

Requirements for Admission
To be considered for admission as a degree candidate, prospective students must submit the following:

- one official high school transcript OR official evidence of a high school diploma or the equivalent
- a written statement describing your reasons for attending Queens University of Charlotte
- two official academic transcript(s) from all colleges or universities previously attended
- a completed application form and a $40 application fee

Probational Admission
Students accepted on probation must meet the requirements as outlined in their acceptance letter in order to continue enrollment at Queens.

Conditional Admission
Students who are conditionally admitted to the University must meet the requirements for full acceptance in order to continue taking courses at Queens. Conditionally admitted students are not eligible to receive financial aid until their file is complete and they are fully accepted.

Admission to Pursue a Second Baccalaureate Degree
Students who hold an undergraduate degree, either from Queens or from another accredited institution, may obtain a second baccalaureate degree from Queens, provided the major is different from that of the original degree. Such students must meet all degree requirements stipulated for transfer students except the residency requirement is reduced to 30 semester hours. Queens alumni who wish to add a second major within the same baccalaureate degree may do so by fulfilling the requirements for that major as stipulated in the catalog for the year of re-entry to Queens.

Evaluation of Transferred Credit
When a student enters Queens with prior academic credit from a regionally accredited institution, the Registrar evaluates those credits for transfer and determines the student's class status. The Registrar's evaluation of transferred credits will also determine whether or not any transferred courses are equivalent to any courses at Queens. For full information on Prior Learning Assessment see page 25.

Non-Degree Students
A non-degree student is a student who is admitted to the University without the expectation that he or she will earn a degree. Unless enrolled in a specific program, non-degree students who have never earned a bachelor's degree may attempt a cumulative total of no more than 15 credit hours after which they must apply for regular admission as a degree candidate or receive special permission to continue enrollment. Non-degree students must comply with all University regulations, and must maintain a 2.000 grade point average to continue their enrollment.

Application

To apply as a non-degree student, the following materials are required:

- evidence of a high school diploma or the equivalent, or proof of most recently awarded degree
- a completed application form and a $40 application fee
- any additional documentation requested by the admissions office.

Transient Students

Degree candidates at another college or University taking courses at Queens by special arrangement, with the intention of transferring those courses back to their home school are considered "transient students." Transient students must comply with all college regulations and must maintain a "C" average to continue enrollment. To apply as a transient student, the following materials are required:

- a letter from the Registrar of the student's home institution verifying that the student is in good standing and has permission to take courses at Queens University of Charlotte
- a completed application form and a $40 application fee.

THE HONOR CODE

The Honor Code of Queens University of Charlotte is at the heart of our commitment to integrity and academic freedom. The Honor Code is binding on all members of the University community and applies to all phases of life at the University. Queens students are responsible for their personal conduct at all times and shall be subject to discipline, including possible suspension, for behavior that discredits themselves or the University.

As a commitment to this system of honor, students are asked to sign the Honor Code as part of their application for admission. The Honor Code incorporates two different pledges of student conduct: the academic pledge and the community pledge. In addition, it embodies the individual's commitment to developing a community of honor, including taking action against those who violate the Honor Code:

As a member of the Queens University of Charlotte community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.
Academic Pledge: *I pledge truthfulness and absolute honesty in the performance of all academic work.*
Community Pledge: *I pledge to be truthful at all times, to treat others with respect, to respect the property of others, and to adhere to University policies.*
Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional behavior and academic dishonesty. Two examples of the latter are plagiarism, the use of another's words or ideas without giving credit to the source, and computer misuse, including accessing, transferring or altering information without authorization.

Suspected violations of the Honor Code by a Hayworth College student should be reported to the Dean of Hayworth College and will be heard by the Hayworth College hearing board.

THE ACADEMIC PROGRAM

Degree

The majors offered through Hayworth College that lead to the Bachelor of Arts (BA) degree are American Studies, Elementary Education, Business Administration, Computer Information Systems, English, Human and Community Services, Organizational Communication and Psychology. The external major in Radiologic Technology also leads to the Bachelor of Arts degree. The major in Nursing leads to the Bachelor of Science in Nursing (BSN) degree.

Major Program of Study
Each student must complete the requirements for a major in addition to completing the Proficiency and Foundation requirements below. The purpose of a major is to give the student an opportunity to achieve an appropriate level of mastery in a field of study.

University College or School	Major(s) Offered in Hayworth College
College of Arts and Sciences	American Studies Major (BA)
	Computer Information Systems Major (BA)
	English Major (BA)
	Human and Community Services Major (BA)
	Interior Design Major (BA)
	Psychology Major (BA)
	Religion Major (BA)
McColl School of Business	Business Administration Major (BA)
Presbyterian School of Nursing	Nursing Major (BSN) for Prelicensure Students
	RN-to-BSN Program
	RN-to-MSN Program
School of Education	Elementary Education Major (BA)
	Post-Baccalaureate Teacher Licensure Programs
School of Communication	Organizational Communication Major (BA)

Minors
An undergraduate program of study may include one or more minors in a department or departments other than the major. The minor consists of a minimum number of hours and a prescribed program of courses described in detail under each discipline offering a minor. A minor is not required.

Elective Courses
In consultation with the advisor a student chooses elective courses to complete the number of hours required for graduation. Electives offer the student the opportunity to augment the major field of study with collateral areas of knowledge or to explore areas or skills quite distinct from the major.

Independent Studies and Directed Readings
Under the direction of a member of the faculty and with the approval of the academic advisor, students may undertake directed readings or an independent study of a topic of interest to the student and germane to the student's program of study. This study may take one of several forms, including projects, individual research or directed readings. To register for an Independent Study or Directed Reading course, the student must submit a course proposal form to the HC Office of Academic Affairs two months prior to the end of the drop/add period. A registration form must also be completed. To initiate an independent study, the student should first confer with the chair of his or her major department.

Teacher Licensure
In addition to a major in Elementary Education, the School of Education offers the courses necessary to earn a North Carolina Class "A" teacher license in secondary education (grades 9-12) in English through Hayworth College. All requirements can be taken during the evening/weekend with the exception of the student teaching practicum.

If a student is able to take day classes it is also possible to obtain licensure in French or Spanish (grades K-12) and math, biology, history or social studies (grades 9-12).

All programs are approved by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE), allowing the possibility of licensure reciprocity with other states.

DEGREE REQUIREMENTS

Minimum Hours for the degree
Hayworth College students are required to earn a minimum of 120 credit hours for a baccalaureate degree.

General Education requirements
Hayworth College students are required to complete the Hayworth College general education requirements stipulated below.

The Major Hayworth College
Students are required to complete all major requirements in at least one major offered through Hayworth College.

Residency Requirements
Every student earning their first baccalaureate degree must complete at least 45 of the minimum credit hours required for graduation at Queens University of Charlotte, except for second degree candidates and students in the RN-to-BSN program.

RN-to-BSN Candidates
RN-to BSN candidates must complete at least 36 credit hours at Queens in order to graduate from Queens.

Second Degree Candidates
Degree candidates who already hold a baccalaureate degree from an accredited institution must complete at Queens only 30 of the 122 credit hours required for gradation. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

Residency for Graduation with Honors
A student must have completed at least 60 credit hours at Queens in order to be eligible for graduation with honors.

GENERAL EDUCATION REQUIREMENTS

PROFICIENCY REQUIREMENTS

Writing Proficiency
A student must enroll in and successfully complete two composition courses, ENGL110 and ENGL120, in order to graduate. These courses must be completed in the first year at Queens.

Mathematics Proficiency
A student must successfully complete one 3-credit hour college level mathematics course or place into Calculus I. A mathematics placement test is not required for Hayworth College students.

Computer Proficiency
A student must successfully complete or test out of CIS110, or transfer comparable course credit.

FOUNDATION REQUIREMENTS

A minimum of 31 credit hours of foundation courses from the areas below must be earned for a bachelor's degree in Hayworth College. A course which satisfies a major requirement may not also be used to satisfy a foundation requirement. However, prerequisite courses to a major may be used to satisfy foundation requirements. Majors in American Studies should choose foundation courses in non-American topics.

Area I: Natural Sciences

A student must earn at least seven credit hours in two approved science courses, at least one of which must be a laboratory science course carrying a minimum of four semester hours of credit.

Area II: Fine Arts

A student must earn at least three credit hours in the fine arts, chosen from art or music. Studio courses may not be applied to the fine arts requirement.

Area III: Humanities

A student must earn at least six credit hours in humanities, chosen from two of the following disciplines: History, Literature and Philosophy-Religion.

Area IV: Social and Behavioral Sciences

A student must earn at least six credit hours in the social or behavioral sciences, chosen from two of the following disciplines: Psychology, Sociology, Political Science or Macroeconomics.

Area V: International Issues

A student must earn at least three credit hours in a course designated as an International Issues course.

Area VI: General Education Electives

A student must earn at least six additional credit hours in courses chosen from Foundation Areas I-IV above. The courses must be selected from different areas.

THE COLLEGE OF ARTS AND SCIENCES

American Studies Major

The American Studies major is an interdisciplinary field of study which leads to the Bachelor of Arts degree. Strongly based in the historical study of the culture of the United States, both past and present, the American Studies major explores the distinct characteristics of that which is considered "American" today. The program seeks to promote deeper understanding of forces influencing individuals and world society. Students are encouraged to examine the factors shaping American civilization through flexible but interrelated study of a number of elective courses. These courses, drawn from such varied disciplines as Economics, Social Sciences, Literature, Fine Arts and History, permit analysis and evaluation of the American experience from various perspectives. The major is designed to enable students to integrate the knowledge and research technology from related academic areas into a coherent whole.

The American Studies major is an excellent foundation for many occupations, professional careers, and graduate studies. Possible careers include business, public administration, law and foreign service. Graduate degrees in American Studies are available at an increasing number of universities.

To earn a Bachelor of Arts degree with a major in American Studies, a student must take at least 36 credit hours of courses in American History, Arts, Literature and Political and Social Sciences. Each student, in consultation with an advisor, carefully plans a total program of study designed to enable the graduate to take advantage of exciting new opportunities in the field. The student is encouraged to explore significant interrelationships among the various disciplines.

Requirements for the Major in American Studies are:
Core:
AMST 201 Introduction to American Studies
HIST 203 American History to 1877
HIST 204 American History since 1877
ENGL 230 American Literature 1620-1865
ENGL 240 American Literature 1865-Present
Humanities Requirement:
Students must take one 300 or 400 level courses in American History, American Literature or Communication, or Philosophy-Religion courses with an American theme or topic.
Social Science Requirement:
Students must take two social science courses in an American related topic.
Fine Arts Requirement:
Students must take two fine arts courses in an American related topic.
American Studies Requirement: Students must take American Studies 300: Topics in American Studies at least once.
Capstone Requirement:
Students must take one other 300 or 400 level course from any area with an American theme or topic.
Total credit hours: 36

American Studies Minor
At least 18 credit hours are required for the minor. Students who minor in American Studies may use no more than 3 credit hours of minor requirements to fulfill general education requirements.

Requirements for the Minor in American Studies are:
- AMST 201 Introduction to American Studies
- HIST 203 The United States to 1877 or HIST 204 The United States since 1877
- ENGL 230 Survey of American Literature or ENGL 240 American Literature 1865-Present
- AMST 300 Topics in American Studies
- One 300-400 level course chosen from American history or American literature
- One course in an American field chosen from Art, Music, Drama, Political Science, Economics, Sociology or Anthropology.

Computer Information Systems Major

The Department of Mathematics and Computer Information Systems offers the Computer Information Systems major through the Hayworth College program.

Careers
A major in Computer Information Systems provides the student with a broad liberal education to design and develop information systems for organizations in both the private and public sectors of the economy. The program provides students with both the skills needed for entry-level positions in the information technology (IT) industry as well as a broad perspective on the role and nature of information systems necessary for career advancement in positions of management and leadership.

One in seven American workers is employed in Information Systems (IS)/ Information Technology (IT). Nine of every ten IS/IT professionals work for a non-IT company. The information technology (IT) industry is one of the fastest growing sectors of the global economy. Thousands

of positions are available around the world, and the demand for qualified IT professionals far exceeds the supply. IT professionals design, develop, support and manage computer software, hardware, and networks, such as the Internet. There are many opportunities to function as a systems analyst, network engineer, database administrator, systems integrator or consultant in industry, government or not-for-profit organizations.

The Major
The Computer Information Systems major allows students to select an area of specialization through the choice of a minor. Examples include, but are not limited to the following: a student interested in the business applications of Computer Information Systems can choose the business concentration; a student interested in the graphical design aspects of Computer Information Systems can choose a concentration in art; a student interested in writing system specifications and user documentation can choose a concentration in English; a student interested in quantitative applications of Computer Information Systems can choose a concentration in mathematics; a student interested in human-machine interfaces and technology adoption can choose a concentration in Psychology.

Requirements for the major in Information Systems are:
CIS 270 Introduction to Computer Information Systems
CIS 310 Applications Programming I
CIS 330 Applications Programming II
CIS 350 Systems Analysis, Design and Implementation
CIS 370 Database Management Systems
CIS 410 Networking and Telecommunications
CIS 450 Project Management
CIS 470 Senior System Project
CIS 490 Current Issues in Computer Information Systems
MATH 105 Finite Math (or department approved Math substitution)
PHIL 204 Introduction to Logic
PSYC 310 Applied Psychology
Plus two additional Computer Information Systems Electives

Computer Information Systems Minor

Requirements for the minor in Information Systems are:
CIS 270 Introduction to Information Systems
CIS 310 Applications Programming I
CIS 350 Systems Analysis, Design and Implementation
CIS 370 Database Management Systems
Plus two additional Computer Information Systems Electives

English Major

The English major is offered through Hayworth College by the College of Arts and Sciences' Department of English-Drama. The English major leads to the bachelor of arts degree. There are two areas of specialization - literature and creative writing - each offering additional skills as well as preparation for further study in a range of graduate programs.

Teacher Licensure
A student who majors in English may obtain a teaching license at the secondary level within the baccalaureate program. See the School of Education for more information.

Prerequisites:
Two courses at the 200 level are prerequisite to all English courses numbered 300 or above unless special permission is obtained from the department. Special consideration will be given, in certain cases, to non-English majors who desire to take courses numbered 300 or above. ENGL 110 and 120 (or the equivalent) are prerequisite to all other courses in the English Department.

Literature and Creative Writing Tracks
English majors choose one of two tracks: Literature or Creative Writing. The tracks allow students to concentrate on their area of interest after the Core courses for the major are completed. It is also possible to complete both tracks by taking all of the courses required for each track.

The requirements for the Literature track give students a comprehensive background in all periods and genres of literature in survey courses as well as in-depth study of a wide variety of literary works in advanced seminar-style courses. Critical theory and analysis as well as research and writing form the foundation of the Literature track. *Students in this track are strongly encouraged to take more than the minimum number of required literature courses to ensure broad exposure to all periods and genres.*

The requirements for the Creative Writing track allow flexibility and concentration on creative writing skills while providing students with a strong background in Literature and literary theory. Students in the Creative Writing track are mentored by writers on the faculty and encouraged to take part in campus readings and creative writing events. *Students in this track are strongly encouraged to take more than the minimum number of literature courses and to take all four creative writing courses.*

The study of English focuses on the various ways that human beings have sought to understand their lives and the world through the writing of stories, poems, essays, plays and novels. The English major provides both a historical knowledge of the development of literature and an understanding of the different forms and styles of literature. The major develops skills in close reading, careful analysis and forceful, articulate writing that are necessary for a broad range of careers and also prepares students for specific graduate programs such as law school and graduate study in Literature, composition theory, Creative Writing and American Studies. The English major leads to a Bachelor of Arts degree. A minimum of 36 hours in English are required.

Requirements for a Major in English are:
Core Requirements
ENGL 205 Introduction to Literary Studies
ENGL 210 British Literature to 1660
ENGL 220 British Literature 1660 to Present
ENGL 230 American Literature 1620-1865
ENGL 240 American Literature 1865-Present
ENGL 460 Literary Criticism
Plus: Completion of the literature or writing track.

Literature Track Requirements
Choose a minimum of one of the following World courses:
ENGL 300 World Literature
ENGL 303 Major Figures in World Drama: Ancient Greece to the Renaissance*
ENGL 304 Major Figures in World Drama: Renaissance to the Present*
ENGL 335 Women Writers
ENGL 355 Special Studies in Literature [with a world focus]

Choose a minimum of two of the following Medieval/Renaissance courses:
ENGL 309 Chaucer and Medieval Literature
ENGL 313 Shakespeare
ENGL 318 The Seventeenth Century*
Choose a minimum of one of the following Nineteenth Century courses:
ENGL 322 Nineteenth Century British Literature
ENGL 324 Nineteenth Century American Literature
Choose a minimum of one of the following Modern courses:
ENGL 327 Modern Drama*
ENGL 329 The Literature of Modernism
ENGL 332 African American Literature
ENGL 333 Southern Literature
ENGL 350 Contemporary Literature
Choose a minimum of one of the following Genre courses:
ENGL 320 Linguistics
ENGL 325 The Novel
ENGL 336 Tragedy*
ENGL 337 Comedy*
ENGL 351 Literature and Film

Creative Writing Track Requirements
Required Creative Writing Courses: 9 hrs.
ENGL 206 Introduction to Creative Writing
Plus two of the following:
ENGL 307 Writing of Creative Nonfiction
ENGL 308 Writing of Poetry
ENGL 310 Writing of Fiction
Plus choose a minimum of two from the following period courses:
ENGL 309 Chaucer and Medieval Literature
ENGL 313 Shakespeare
ENGL 318 Seventeenth Century*
ENGL 322 Nineteenth Century British
ENGL 324 Nineteenth Century American
ENGL 329 The Literature of Modernism
Plus choose a minimum of one from the following special area courses:
ENGL 300 World Literature
ENGL 320 Linguistics
ENGL 325 The Novel
ENGL 327 Modern Drama*
ENGL 332 African American Literature
ENGL 333 Southern Literature
ENGL 335 Women Writers
ENGL 336 Tragedy*
ENGL 337 Comedy*
ENGL 350 Contemporary Literature
ENGL 351 Literature and Film
* Sufficient courses to complete requirements for the English major with either track are offered on a regular rotation through Hayworth College. However, all course options are not. Courses with an asterisk are not typically offered through Hayworth College.

English majors are encouraged to work closely with their advisor to follow the proper rotation of major courses.

English Minor

Requirements for a minor in English:
ENGL 205 Introduction to Literary Studies
Plus choose one of the following: 3 hrs.
ENGL 210 British Literature to 1600
ENGL 220 British Literature 1600 to the Present
Plus choose one of the following: 3 hrs
ENGL 230 Survey of American Literature, 1620-1865
ENGL 240 Survey of American Literature, 1865 to the Present
Plus 12 additional hours in Literature or Writing. These courses must be 300-400 level.
TOTAL: 21 Hrs.

Human and Community Services Major

The Human and Community Services major is offered by the Psychology Department. Human and Community Services is an interdisciplinary major that helps students develop a deeper understanding and perspective of factors that influence individuals and groups served in the community.

Students study populations in diverse setting such as group homes, community health centers, correctional facilities, child and adolescent service agencies, and alcoholism, drug abuse, family violence and aging programs. Emphasis is placed on understanding, prevention and remediation of problems experienced by populations served in these settings.

This program will prepare students to work for community-based agencies in professional and paraprofessional positions. According to the National Organization of Human Service (NOHS), employment opportunities in social service facilities are excellent and projected to grow rapidly. NOHS identifies several major areas of knowledge important to the education of professionals working in community service, including: understanding the nature of human systems, understanding the conditions which promote or limit optimal functioning, skill in identifying, implementing and evaluating intervention strategies, skill in selecting interventions that are congruent with the values of those affected, and communication skills required to plan and implement services.

Students enrolled in the Human and Community Services major at Queens will participate in professional internships and will complete capstone projects in the Charlotte community. The essential component of the major will enable students to make a strong connection between theory and practice as well as study and work.

Degree
The major in Human and Community Services leads to the Bachelor of Arts degree.

Requirements for a Major in Human and Community Services are:
HCSV101 Introduction to Human & Community Services
HCSV 306 Research Methods*
HCSV 306L Research Methods Lab*
HCSV 400 Senior Seminar in Human & Community Services
PSYC 201 General Psychology
PSYC 304 Abnormal Psychology
SOCI 203 Principles of Sociology
SOCI 250 Social Issues & Problems
MATH 206 Statistical Methods
INTE 496 Professional Internship/Field Experience (3 Hrs.)
*PSYC 306 and 306L may be substituted for HCSV 306 and 306L with permission of advisor.
Plus 12 hours of electives chosen from the following:

Two courses chosen from:
HCSV 352 Topics in Human and Community Services
PSYC 303 Social Psychology
PSYC 305 Counseling
PSYC 314 Psychology of Learning
PSYC 320 Developmental Psychology
PSYC 330 Adulthood & Aging
PSYC 404 Child & Adolescent Psychopathology
Two courses chosen from:
HCSV 352 Topics in Human and Community Services
SOCI 303 Social Psychology
SOCI 316 Women in Society
SOCI 340 Social Inequality
SOCI 425 Urban Sociology
SOCI 345 Racial & Ethic Minorities
SOCI 304 Marriage & Family
SOCI 350 Community Issues

Interior Design Major

Interior Design is a place where several disciplines intersect; art, art history, math and more currently business and technology. It pulls the liberal arts together with the modern world that is concerned with commerce and global markets. At the core of its appeal is that it combines function and beauty. The art makes the necessities fulfilling and true. The expression is in furnishings, textiles, textures, surface treatment, color – the elements and principles of art come together in the art of living which contributes to noble lives, both personally and from a business stand point. Interior Design helps make living an art form. A satisfying home environment and/or work environment enhances who we are and sets us on an organized and artfully directed path. We can more easily serve when our environments are stimulating and functional.

Requirements for the Major in Interior Design are:
ART 216 High Renaissance Art to the Present
ARDE 201 Fundamentals of Interior Design I
ARDE 202 Fundamentals of Interior Design II
ARDE 301 Textiles in Interior Design
ARDE 302 Color and Light for the Environment
ARDE 310 Drawing for Interior Design
ARDE 311 Computer Aided Design
ARDE 325 History of Architecture and Furniture
ARDE 401 Product Design
ARDE 460 Capstone Senior Project
INTE 496 Professional Internship

Plus two of the following:
300-400 level art history
300-400 level studio course
ARDE 329 Business Practices for Interior Design Professionals
ARDE 412 Idea Development
ARDE 465 International Academic Study Tour

Interior Design Minor

Requirements for a Minor in Interior Design are:
ART 101 Introduction to Art
ART 216 High Renaissance Art to the Present Time
ARDE 201 Fundamentals of Interior Design I
ARDE 325 History of Architecture and Furniture
Plus two of the following:
ARDE 301 Textiles in Interior Design
ARDE 302 Color and Light
ARDE 310 Drawing for Interior Design
ARDE 401 Product Design
ARDE 412 Idea Development NO DESCRIPTION
Total: 18 Hrs.

Psychology Major

Psychology emphasizes the development of an understanding of factors important in determining behavior. Introductory courses present basic psychological principles; upper-level courses provide opportunities for further work in areas of special interest. Independent study allows the student to design and carry out original research. Internships in community settings enable the student to make practical application of psychological principles.

Careers
A major in Psychology provides a basis for graduate study in areas of Psychology, Education, Social Sciences, social work and law as well as a foundation for careers in personnel, social work, mental health and similar areas.
Writing-intensive course requirement
The writing-intensive course requirement is met with PSYC 306.
Degree
A major in Psychology leads to the Bachelor of Arts degree.
Prerequisite
PSCY 201 is prerequisite to all Psychology courses except PSYC 310.

The Requirements for a Major in Psychology are:
Core:
PSYC 201 General Psychology
PSYC 306 Experimental Psychology I
PSYC 306L Laboratory in Experimental Psychology I
PSYC 307 Experimental Psychology II
PSYC 400 Advanced General Psychology I
PSYC 401 Advanced General Psychology II
MATH 206 Statistical Methods
Plus choose at least one of the following Experimental Psychology courses:
PSYC 314 Psychology of Learning
PSYC 316 Cognitive Psychology
PSYC 412 Physiological Psychology
Plus choose at least one of the following Social/Developmental courses:
PSYC 303 Social Psychology
PSYC 320 Developmental Psychology
PSYC 328 Infancy and Childhood
PSYC 330 Psychology of Adulthood and Aging

Plus choose at least one of the following Clinical/Assessment courses:
PSYC 302 Psychology of Personality
PSYC 304 Abnormal Psychology
PSYC 305 Introduction to Counseling
PSYC 311 Psychological Tests
PSYC 404 Psychopathology in Childhood and Adolescence
Plus choose four additional courses (12 credit hours) from any of the courses offered by the Psychology Department as approved by the major advisor.
PSYC 300 Information Literacy in Psychology
PSYC 302 Psychology of Personality
PSYC 303 Social Psychology
PSYC 303L Experimental Social Psychology
PSYC 304 Abnormal Psychology
PSYC 305 Introduction to Counseling
PSYC 308 The Exceptional Child
PSYC 310 Applied Psychology
PSYC 311 Psychological Tests
PSYC 312 Sensation and Perception
PSYC 314 Psychology of Learning
PSYC 315 Laboratory in Conditioning and Learning
PSYC 316 Cognitive Psychology
PSYC 320 Developmental Psychology
PSYC 328 Infancy and Childhood
PSYC 330 Psychology of Adulthood and Aging
PSYC 340 Forensic Psychology
PSYC 352 Topics in Psychology
PSYC 360 Psychology of Religion
PSYC 404 Psychopathology in Childhood and Adolescence
PSYC 412 Physiological Psychology
PSYC 421 Organizational Psychology
PSYC 449 Independent Research
PSYC 450 Independent Research
PSYC 452 Directed Readings in Psychology
PSYC 455 Psychology Lab Assistant
PSYC 460 Practicum in Group Dynamics

Psychology Minor

Requirements for a minor in Psychology are:
PSYC 201 General Psychology
Plus five additional courses from the departmental offerings.
A student planning to minor in Psychology should consult with a departmental member.

Religion Major

The Philosophy-Religion department offers the major in Religion. University study in religion should increase a student's awareness of the scope and variety of the ways human beings seek and discover meaning in life. Courses in this department can aid the student in grasping what religious traditions mean and evaluating the religious choices which persons and societies make.

Degree
A major in Religion leads to the Bachelor of Arts degree.

Requirements
Students are required to complete 33 hours for a Religion major.

Religious and Philosophical Foundations
PHIL320 Philosophy of Religion
Plus one additional course chosen from:
PHIL203 Introduction to Philosophy
PHIL320 Philosophy of Religion (required)
RELG105 Introduction to Religion

World Religions
RELG210 World Religions
Plus one additional course chosen from:
RELG210 World Religions (required)
RELG351 Studies in World Religion (The specific topic of this course will change, but it will usually focus on one of the world's major religions, such as Islam, Hinduism or a comparison of several world religions.)

Sacred Scriptures
RELG205 Old Testament
RELG206 New Testament
Plus one additional course chosen from:
RELG205 Old Testament (required)
RELG206 New Testament (required)
RELG352 Studies in Sacred Scriptures (may be repeated with different subtitles)

Religion, Culture and Ethics
Three courses chosen from:
RELG344 Christian Ethics
RELG/HIST345 Religion in America
RELG348 The Problem of Evil
RELG353 Studies in Religion, Culture and Ethics (may be repeated with different subtitles)
PHIL340 Contemporary Moral Issues
PSYC360 Psychology of Religion
Senior Capstone Course
RELG400 Major Religious and Philosophical Thinkers and Issues (may be repeated once with different subtitles)

Sociology-Anthropology Minor
A minor in Sociology-Anthropology is offered through Hayworth College.

Sociology is the study of group life: its characteristics, changes, causes and consequences. It combines scientific and humanistic perspectives in the study of urban and rural life, family patterns and relationships, social change, inter-group relations, social class, environment, technology and communications, health seeking behavior, as well as social movements and community responses to disasters natural and created. Anthropology is the study of human societies and their cultures. It bridges the gulf between the sciences and humanities because of its subject matter and methodology. Anthropology is holistic and comparative, seeking a comprehensive view of human life by studying both small and large-scale societies in all parts of the world, in the past and present. The four major branches of Anthropology are cultural, archaeological, biological and linguistic. Cultural anthropologists study living people in their natural settings through participant observation. They recognize that humans are a product of their

biology as well as their culture. They focus on human adaptation to the world as well as how humans use symbols to bring meaning to life experiences.

A minor in Sociology-Anthropology gives the student an opportunity to supplement their major with a collection of courses designed to sharpen their insights into American society and culture, cross-cultural aspects of the human experience, and the individual's interaction with groups, communities and a highly integrated contemporary world.

Requirements for a Minor in Sociology-Anthropology are:
SOCI 203 Principles of Sociology
ANTH 201 Cultural Anthropology
Plus three courses chosen from:
SOCI 304 Marriage & Family
SOCI 316 Women in Society
SOCI 345 Racial & Ethnic Minorities
SOCI 350 Topics in Sociology
ANTH 320 Anthropology of Latin America
ANTH 330 American Ethnic Communities
ANTH 350 Topics in Anthropology
Total: 15 Hrs.

THE MCCOLL SCHOOL OF BUSINESS

Business Administration
The McColl School of Business offers a major in Business Administration leading to the Bachelor of Arts degree. The courses emphasize the concepts and skills needed to understand business practices, organizations and managerial responsibilities. There are optional specializations in finance and marketing with the business major. A minor in Business Administration is available through Hayworth College.

Admission to the McColl School of Business
Students must make formal application to the McColl School. The application is available on the Queens Web site at http://mccoll.queens.edu/ug. The application form is also available through the student's business faculty advisor.

The McColl Undergraduate Admissions Committee reviews and approves applications to the major. Acceptance to the McColl School requires a cumulative grade point average of 2.0 and a prerequisite course grade point average of 2.5 with no grade below C- in the prerequisite courses.

Business Administration Major

Requirements for the major in Business Administration are:

Admission to the major which requires the following:
- Cumulative grade point average of 2.0
- Prerequisite grade point average of 2.5 with no grade below C-
- All prerequisite courses completed.
- Completed application.

Prerequisites: (21 credit hours):
BUSN 115 Introduction to Business*
BUSN 207 Financial Accounting
BUSN 208 Managerial Accounting (Prereq: BUSN 207)
ECON 203 Principles of Macroeconomics

ECON 204 Principles of Microeconomics
MATH 110 Quantitative Business Methods
MATH 206 Statistical Methods
Plus: Computer proficiency or CIS 110

Core Requirements: (21 credit hours):
BUSN 305 Legal Environment of Business (Prereq: Sophomore status)
BUSN 333 Principles of Management (Prereq: Sophomore status)
BUSN 340 Marketing (Prereq: Sophomore status)
BUSN 360 Corporate Finance (Prereq: BUSN 208, ECON 203 and 204, MATH 206)
BUSN 420 International Business (Prereq: ECON 203 and 204)
BUSN 460 Business Systems (Prereq: BUSN 333, 340)
BUSN 485 Strategic Management (Prereq: Admission to the major and BUSN 305, 333, 340, 360, 420)

Elective Requirements:
12 credit hours at the 300 or 400 level in BUSINESS or ECONOMICS

* BUSN 115 is required only of students in the traditional Undergraduate Program. Hayworth College Business majors are not required to complete BUSN 115.

Marketing and Finance Specializations
The McColl School offers undergraduate specializations in Marketing or Finance through the traditional undergraduate program (day classes only). A Hayworth College student may complete a specialization with his/her elective requirements if the student is able to take the necessary courses during the day.

Marketing Specialization – 12 Hrs.:
BUSN 340 Marketing is the prerequisite for all Marketing electives.
BUSN 452 Marketing Management (Prereq: BUSN 340)
BUSN 453 Marketing Research (Prereq: BUSN 340 and MATH 206)
And two electives in Marketing.

Finance Specialization - 12 Hrs.:
BUSN 360 Corporate Finance is the prerequisite for all Finance electives.
BUSN 470 Investment Analysis
BUSN 472 Seminar in Finance
BUSN 474 Advanced Financial Management
BUSN 476 Financial Markets and Institutions (Prereq; BUSN 470 and 474)

Business Administration Minor

Requirements for the Minor (21 semester credit hours):
BUSN 207 Financial Accounting
BUSN 208 Managerial Accounting (Prereq: BUSN 207)
BUSN 305 Legal Environment of Business
BUSN 340 Marketing
BUSN 360 Corporate Finance (Prereq: BUSN 208, ECON 203 and 204, MATH 206)
ECON 203 Principles of Macroeconomics
ECON 204 Principles of Microeconomics

THE PRESBYTERIAN SCHOOL OF NURSING

The Presbyterian School of Nursing offers a major in Nursing leading to the Bachelor of Science in Nursing degree, a major in Nursing leading to the Associate of Science in Nursing degree and a Master of Science in Nursing degree. (See ASN and MSN programs)

Bachelor of Science in Nursing

The major in Nursing leading to the Bachelor of Science in Nursing degree is offered through the Hayworth College program, however, unlike other Hayworth programs all requirements for the major are not offered in the evening. Clinical courses for the major are offered during the day.

Furthermore, after admission to the major and the School of Nursing, a Hayworth College pre-licensure Nursing Major enrolled for 12 or more credit hours in the fall or spring term will be charged the comprehensive tuition rate in those terms.

The baccalaureate degree program provides opportunities for the development of the professional nurse through courses in the liberal arts, social, behavioral and natural sciences, fine arts, and nursing. High priority is given to academic excellence and clinical experience. Major emphasis is placed on clinical nursing practice in combination with classroom and laboratory instruction. Selected clinical experiences begin in the second year and progress throughout the program.

The program provides a learning environment in which the individual can develop a personal and professional value system. Pre-licensure graduates are eligible to apply to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN). All graduates are prepared to practice professional nursing in a variety of settings and specialties. The curriculum also prepares students for graduate studies in nursing.

Accreditation

The Vail BSN Program of Nursing is accredited by the Commission on Collegiate Nursing Education. For further information about the accreditation of the program, please contact the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202 887-6791.

Clinical Course enrollment

The faculty of the Vail Program of Nursing have an academic, legal and ethical responsibility to protect the public and the health care community from unsafe and/or unprofessional nursing practice. It is within this context that prior to beginning each clinical experience the student must meet clinical course prerequisites as outlined in the Nursing Student Handbook.

Admission to the major

Admission to Queens University of Charlotte does not guarantee admission the Nursing Major. Acceptance to the Nursing Major is competitive and selective. Acceptance is based on a Queens cumulative grade point average and a prerequisite course grade point average of 2.500 and at least a C- in the theory and lab components of all prerequisite courses. When the number of qualified student applicants exceeds the number that can be admitted, the amount of coursework taken at Queens will take on increased significance.

Application to the major

All students must make formal application to the nursing program during the Fall semester in which a minimum of 21 of the 25 prerequisite hours are completed. Students can receive specific information about clinical course requirements, admission, and application from their nursing advisor. The Nursing Student Qualifications Committee (NSQC) reviews applications at specified times during the year and notifies applicants of committee decisions in a timely manner. Application packets are available in the Nursing Office 704 337-2276 and are due on or before Sept. 21.

Withdrawal from a Nursing Course

The School of Nursing has special policies on drop or withdrawal from a nursing course. Any student, who drops/withdraws from any clinical nursing course and is interested in continuing in nursing, must petition, in writing, to the Nursing Student Qualifications Committee (NSQC), a standing committee of the Presbyterian School of Nursing, to request continuation in the nursing program.

The student should include in the letter why the drop or withdrawal was necessary and what measures will be taken to prevent a reoccurrence. The letter should be received by the NSQC within 2 weeks of the end of the course/semester in which the student discontinued the course. The student must take the course the next time it is offered, based on space available. Placement in the next offering is not guaranteed for any student after withdrawing from a course.

Deviations from the proscribed course sequence for any reason must be approved by NSQC. The student must wait until the course from which he/she withdrew is offered in another semester and take it based on space availability. Placement in the next offering is not guaranteed for any student after withdrawing from a course.

The School of Nursing reserves the right to verify competencies essential to patient care, including the right to require repeat coursework.

Degree requirements

Candidates for the Bachelor of Science in Nursing degree are required to fulfill all degree requirements as well as the requirements for the Nursing Major. Any request for exceptions to the outlined Nursing Major requirements are to be sent in writing to the chair of the Nursing Student Qualifications Committee.

In order to graduate with a degree in nursing, a student must earn at least a C- in all the following required courses.

Nursing Major

Requirements for the Nursing Major for Pre-Licensure Students are:
Prerequisite courses to the major:
PSYC 201 General Psychology
NURS 205 Nutrition
PSYC 320 Developmental Psychology
CHEM 102 General Chemistry II
CHEM 102L General Chemistry II Laboratory
BIOL 120 Introduction to Medical Microbiology
BIOL 211 Human Anatomy and Physiology I with lab
BIOL 212 Human Anatomy and Physiology II with lab
Additional required courses for the major:
MATH 206 Statistical Methods
Nursing major courses for pre-licensure students:
NURS 302 Health Assessment
NURS 306 Introduction to Professional Nursing
NURS 304 Pharmacology
NURS 330 Adult Nursing I
NURS 332 Adult Nursing II
NURS 334 Maternal & Newborn Nursing
NURS 336 Child Health Nursing
NURS 354 Nursing Perspectives I
NURS 403 Community Health Nursing
NURS 408 Mental Health Nursing
NURS 454 Nursing Perspectives II
NURS 498 Nursing Internship I
NURS 499 Nursing Internship II

RN-to-BSN PROGRAM

The RN-to-BSN program at Queens offers a curriculum designed to accommodate the career advancement and the diverse learning needs of RNs. The length of the program will depend upon prior academic preparation and individual scheduling.

Admission Requirements

Admission to the RN-to-BSN program is a two-step process. The first step is admission to the University through the Hayworth College program. (See Hayworth College Admissions)

The second step is application to the RN-to-BSN program. Applicants to the RN-to-BSN program must meet the following admission requirements: they must have met the specified prerequisite requirements, and they must provide a copy of a current unrestricted license to practice as an RN. The applicant may have no more than 4 credit hours of the prerequisite courses below remaining, and must have earned at least a grade in each of C- in any prerequisite course.

Degree Requirements

Candidates for the BSN must meet all Hayworth College degree requirements as well as the requirements for the Nursing Major. Be aware that the prerequisites to the major, shown below, will meet several of those degree requirements.

Transferred Credit
When a student enters Queens with prior academic credit from a regionally accredited institution the Registrar evaluates those credits for transfer and determines whether or not any transferred courses are equivalent to any courses at Queens. Equivalent courses will meet prerequisites or degree requirements.

Residency Requirement
Normally a student earning their first baccalaureate degree must complete at least 45 credit hours for the degree at Queens. However, the residency is reduced to 36 hours for students in the RN-to-BSN program.

Prerequisites to the Major:
The student must earn a C- or better in the required courses below.

BIOL 211, 211L Anatomy and Physiology I & Lab	3,1 Hrs.
BIOL 212, 212L Anatomy and Physiology II & Lab	3,1 Hrs.
BIOL 120 Introduction to Medical Microbiology	4 Hrs.
PSYC 201 General Psychology	3 Hrs.
PSYC 320 Developmental Psychology	3 Hrs.
MATH 206 Statistical Methods	3 Hrs.

RN-to-BSN Program Nursing Major Requirements

NURS 302 Health Assessment	3 Hrs.
NURS 310 A Practice Discipline *	3 Hrs.
NURS 372 Health Care Informatics	3 Hrs.
NURS 400 Nursing Research 3 credit hours	
NURS 401 Leadership in Nursing	3 Hrs.
NURS 402 Community Health Nursing	6 Hrs.
NURS 442 Complex Nursing Situations	6 Hrs.
NURS 454 Nursing Perspectives II	3 Hrs.
NURS 472 Contemporary Gerontological Nursing	3 Hrs.
NURS 360 Nursing Elective	3 Hrs.
Total Program Nursing Major Requirements	**36 Hrs.**

**Upon completion of NURS 310 as validation, RNs will be awarded 36 credits for previoous academic work toward the RN.*

Any requests for exceptions to the Nursing Major requirements must be sent in writing to the chair of the Nursing Student Qualifications Committee.

Additional General Education Requirements
Depending on transferred credits the student may also need to complete or test out of the following general education requirements for the degree:

ENGL 110 Composition I	3 Hrs.
ENGL 120 Composition II	3 Hrs.
CIS 110 Microcomputer Fundamentals	3 Hrs.
Area II: Fine Arts Requirement	3 Hrs.
Area III: Humanities Requirement	6 Hrs.
Area IV: Social Sciences Requirement	3 Hrs.
Area V: International Issues Requirement	3 Hrs.

For lists of courses meeting these requirements see Hayworth College General Education requirements.

*Electives 12-15 credit hours
Depending on the number of hours transferred, electives may be needed in order to have 120 hours for the degree.

For more information contact the Presbyterian School of Nursing, or visit http://www.queens.edu/nursing/programs/RN-BSN.asp.

THE RN-to-MSN PROGRAM

Qualified registered nurses may be eligible for the accelerated RN-to-MSN program. Registered nurses who have completed all designated nursing and prerequisite requirements can work with their advisor in making application to this program.

Step one: Admission to the RN-to-BSN Program
Students must be accepted into the RN-to-BSN program before they are eligible to apply for the RN-to-MSN program.

To qualify for admission to the BSN major, students must have completed all specified prerequisite courses with a "C-" or better and be a registered nurse with an unencumbered license to practice.

Step Two: Admission to the RN-to-MSN Program
The following are required to be considered for admission to the RN-to-MSN Program:
1. A completed RN-to-MSN application submitted during the first semester of enrollment in the RN-to-BSN program.
2. A Queens GPA of 3.0 or better.
3. Evidence of a cumulative grade point average of at least 3.0 on a 4.0 scale in the last 60 hours of course work.
4. Two letters of recommendation.
5. A current resume including goals and objectives.

RN-to-MSN Course Substitutions
Students admitted to the RN-to-MSN program are allowed to take three courses (9 credit hours) at the graduate level in place of three courses normally taken at the undergraduate level for the BSN. Specifically:

- NURS 628 may be taken instead of NURS 372
- NURS 624 may be taken instead of NURS 401
- NURS 612 may be taken instead of NURS 452

All requirements for the baccalaureate degree, including the residency requirement, must be met before the BSN is awarded.

The BSN must be completed before the student may progress further towards the MSN.

THE SCHOOL OF EDUCATION

The School of Education offers the Elementary Education major as well as courses leading to secondary licensure in English through the Hayworth College's program of evening and weekend classes, with the exception of the student teaching practicum which is available only during the day. Additional options are available for the Hayworth student who can take also classes during the day.

School of Education's Conceptual Framework: Independent Learner

Queens University of Charlotte has identified the crucial role of the teacher as that of an independent learner. It is critical that teachers keep abreast of current knowledge and skills in their field of study. Their task is to be a model of a learned/learning person for students and through role modeling and instruction to give students the tools that enable them to become independent learners themselves. Independent learners have a high level of curiosity; are intrinsically motivated; reflect on their needs; set personal goals; develop an action plan to attain the goal, practice problem solving, critical thinking and inquiry skills to identify and locate resources needed to achieve the goal; and evaluate the degree to which the goal is achieved. In this recursive model, the independent learner is continually assessing the need to learn. Because of the pace of technology, social, and occupational changes in today's society, the static education implied by the traditional transmission of knowledge model of teaching and learning no longer suffices.

The full text is available in the Teacher Education Handbook available from the School of Education.

Teacher Licensure

In addition to license in secondary education in English (9-12), if a student is able to take courses during the day, it is possible to obtain licensure; in French or Spanish (K-12) and Biology, English, History, Math and Social Studies (9-12).

All programs are approved by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE), allowing the possibility of licensure reciprocity with other states.

Programs Offered Through Hayworth College

- Students pursuing licensure in Elementary Education (K-6) should major in Elementary Education.
- Students pursuing secondary subject licensure (9-12) should major in English and take the required education courses for licensure. See the School of Education Office for further information.

At Queens University of Charlotte, the education of teachers is the joint responsibility of the faculty of the content area departments and the faculty of the School of Education. The School of Education's objectives state that the education of teachers is threefold: they receive liberal education, they pursue in depth their teaching specialties and they acquire the necessary professional knowledge and the skills needed in teaching. Objectives for each area of licensure are listed in the Teacher Education Handbook, available in the School of Education.

Transition Points in the Teacher Licensure Program

Application to the Teacher Education Program
Students must apply to the School of Education for admission to the Teacher Education Program by the end of the sophomore year, and prior to completing four education courses for the Elementary Education program or two education courses for a secondary education program. A student will be applying either to the Elementary Education major or to another education program.

Requirements for admission include:
- positive recommendations by two Queens faculty
- an overall grade point average of 2.500
- acceptable scores on the ACT, the SAT, or the Pre-Professional Skills Test (PPST)
- acceptable Student Disposition Forms from both student and faculty
- approval of the Teacher Education Committee.

Retention in the Program
Retention in the program is based on the expectation that students demonstrate the characteristics of and conduct themselves as members of the teaching profession. Students may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:
- knowledge of the subject
- ability to impart that knowledge
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher

Professional incompetence may be grounds for dismissal from the program and failure to recommend students for licensure.

Application for Student Teaching
Students must apply for student teaching in the term preceding their planned student teaching semester (EDUC499). All professional course work must be completed before the student teaching semester.
To be accepted a student must:
- have positive recommendations by two Queens faculty members;
- have a cumulative grade point average of 2.500;
- have a major grade point average of 2.75;
- have acceptable scores on the ACT, the SAT, or the Pre-Professional Skills Test (PPST)
- have acceptable Student Disposition Forms from both student and faculty;
- be in good standing at the University; and
- receive the approval of the School of Education faculty and the Teacher Education Committee.

North Carolina Testing Requirements
Students are highly encouraged to take the tests to meet all licensure requirements prior to completion of student teaching (EDUC499). Currently students are required to take the Praxis II specialty area tests to be licensed in Elementary Education. Information on current testing and application forms for the Praxis I and II may be obtained from the School of Education. For additional information see the School of Education.

Competencies
Licensure requires the achievement of competencies in areas designated by state and national accrediting agencies in general education, professional education and teaching specialty.

Major in Elementary Education

Writing-intensive course requirement
The writing-intensive course requirement is met with EDUC 221.
Degree
The major in Elementary Education leads to the Bachelor of Arts degree.

Requirements for the Major in Elementary Education are:
Professional education requirements (K-6)
EDUC 201 Diversity in Education
EDUC 221 Foundations of American Education
EDUC 225 Curriculum and Instruction in Elementary Schools
EDUC 260 Teaching Children with Special Needs in Elementary Schools
EDUC 270 Educational Technology
EDUC 304 Classroom Management and Conflict Resolution
EDUC 305 Literature for Children
EDUC 310 Educational Psychology
EDUC 335 Critical Issues in Education and School Community
EDUC 401 Teaching Reading and Other Language Arts
EDUC 402 Diagnosis and Correction of Reading Difficulties
EDUC 404 Mathematics Methods/Materials in Elementary Schools
EDUC 411 Social Studies Methods/Materials in Elementary Schools
EDUC 412 Science Methods/Materials in Elementary Schools
Plus:
PSYC 201 General Psychology
MATH 104 Mathematical Ideas
ENVR 101 Environmental Science
Plus:
EDUC 499A Professional Internship: Elementary Student Teaching
This course fulfills the internship requirements

Requirements for Licensure in French or Spanish (K-12) are:
Completion of a major in French or Spanish
Plus:
EDUC 221 Foundations of American Education
EDUC 270 Educational Technology
EDUC 299* Exploratory Internship in Education
EDUC 310 Educational Psychology
EDUC 345 Content Area Reading
FREN 442 Methods/Materials for Foreign Language Teaching
or
SPAN 442 Methods/Materials for Foreign Language Teaching
* The student must complete the Exploratory Internship at the opposite grade level from student teaching level. EDUC299 may be taken twice.
Plus:
PSYC 201 General Psychology
Plus:
EDUC 499D Professional Internship: Foreign Language
EDUC499D fulfills the internship requirement
EDUC 452 **Post-Practicum Seminar

Requirements for Secondary Education Licensure in English (9-12*) are:
Completion of the major in English including ENGL 207 & 320 and DRAM 231 or 233.
Plus:
EDUC 221 Foundations of American Education
EDUC 270 Educational Technology
EDUC 310 Educational Psychology
EDUC 345 Content Area Reading
EDUC 436 Secondary Methods/ Materials
Plus:
PSYC 201 General Psychology
Plus EDUC 499C Professional Internship: Secondary Student Teaching
This course fulfills the internship requirement
Plus EDUC 452 Post-Practicum Seminar

NON-DEGREE PROGRAMS

The Post-Baccalaureate Teacher Licensure Program

The School of Education also offers programs for post-baccalaureate, non-degree candidates seeking initial North Carolina Class "A" licensure.

Queens University of Charlotte is approved by the state of NC to offer licensure in the following areas:

- Elementary Education (K-6)
- Secondary Education (9-12) in the areas of Biology, English, History, Mathematics and Social Studies.
- Spanish or French (K-12)

With the exception of the student teaching practicum, all education course work can be completed in the evening. Content area courses required for secondary licensure (9-12) in English are offered in the evenings. History or social studies (9-12) may be completed at night over a longer period of time. Content courses for licensure in other areas of secondary (9-12) and (K-12) Spanish or French are available for students who can take classes during the day.

ADMISSION

Individuals who hold a bachelor's degree and are interested in obtaining teacher licensure in the areas listed above should contact the Hayworth College Admissions Office at 704 337-2314 for information.

Admission Requirements

To be considered for admission as a non-degree student in this program, an applicant must:

1. Hold a baccalaureate degree from an accredited institution with a major in the subject area for which secondary licensure is sought, or for elementary licensure, hold a baccalaureate degree from an accredited institution.

2. Submit a completed graduate application form, including the non-refundable $40 application fee.

3. Submit official transcript(s) of all post-secondary academic course work. It is the applicant's responsibility to have all transcripts sent directly from each institution attended to the Admissions Office.

4. Have a cumulative grade point average of at least a 2.500 or better on a 4.00 scale on all post-secondary academic course work, or receive special permission from the admissions committee.

5. Provide the Admissions Office with two letters of reference. (Not required for lateral-entry teachers)

6. Submit satisfactory scores on the PRAXIS I, GRE, SAT or ACT Pre-Professional Skills Test. (Not required for lateral-entry teachers)

International Students

International students must also meet the requirements on page 24.

IMPORTANT NOTE: Once a student elects to enroll in the post-baccalaureate elementary teacher licensure program, they may not transfer into the graduate MAT program.

STUDENT STATUS

Full Status is accorded applicants who have met all admissions requirements.

Probational Admission

Students admitted on academic probation must meet the terms of probation set by their admission letter, which may vary, in order to be allowed to continue in the program.

Provisional Admission

Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Transition Points in the Teacher Licensure Program

Application to the Teacher Education Program

Post baccalaureate students must apply to the School of Education for admission to the Teacher Education Program prior to completing four Education courses for the Elementary Education program, or two Education courses for a secondary education program. A student will be applying either to the Elementary Education or to another education program.

Requirements for admission include:

- positive recommendations by two Queens faculty
- an overall grade point average of 2.500
- acceptable scores on the ACT, the SAT, or the Pre-Professional Skills Test (PPST) or GRE
- approval of the Teacher Education Committee.

Retention in the Program
Retention in the program is based on the expectation that students demonstrate the characteristics of and conduct themselves as members of the teaching profession. Students may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of the subject
- ability to impart that knowledge
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher

Professional incompetence may be grounds for dismissal from the program and failure to recommend students for licensure.

Application for Student Teaching
Students must apply for student teaching in the term preceding their planned student teaching semester (EDUC499). All professional course work must be completed before the student teaching semester.
To be accepted a student must:

- have positive recommendations by two Queens faculty members;
- have a cumulative grade point average of 2.500;
- have a major grade point average of 2.75;
- have acceptable scores on the ACT, the SAT or the Pre-Professional Skills Test (PPST) or GRE
- have acceptable Student Disposition Forms from both student and faculty;
- be in good standing at the University; and
- receive the approval of the School of Education faculty and the Teacher Education Committee.

North Carolina Testing Requirements
Students are highly encouraged to take the tests to meet all licensure requirements prior to completion of student teaching (EDUC499). Currently students are required to take the Praxis II specialty area tests to be licensed in Elementary Education. Information on current testing and application forms for the Praxis I and II may be obtained from the School of Education.
For additional information see the School of Education.

Competencies Licensure
Requires the achievement of competencies in areas designated by state and national accrediting agencies in general education, professional education and teaching specialty.

Policies
All undergraduate students, whether degree candidates or non-degree candidates, are subject to the Academic Policies found on page 103.

Post-Baccalaureate Students are subject to the following additional policies:

- Each candidate for teacher licensure must meet with an advisor to plan an individual schedule of courses. Students should thereafter meet with their advisor on a regular basis.
- The student may register for any course for which the prerequisites have been satisfied.
- The post-baccalaureate classification carries with it no implication that a student will be admitted to a degree program.
- Post-baccalaureate students must successfully complete a minimum of 12 credit hours at Queens prior to student teaching. Six of those hours must be within the School of Education.
- Post-baccalaureate students must submit satisfactory scores on the PRAXIS II Specialty Area Tests to obtain a license.

- Students who successfully complete all licensure requirements including student teaching, are recommended for licensure by Queens University of Charlotte.
- A post-baccalaureate student may take up to 9 credit hours of licensure requirements at the graduate level,
- Once a student elects to enroll in the post-baccalaureate elementary teacher licensure program, they may not transfer into the graduate MAT program.

PROGRAMS OF STUDY

General Education Requirements

Licensure requires a well-rounded liberal arts background. In most cases the minimum general education requirements would include courses in the following areas, which must be completed before beginning the professional internship:

- Two courses in composition
- One course in college mathematics
- Two courses in natural sciences of which one must be a lab (Area I)
- One course in fine arts (Area II)
- Two courses in humanities (Area III)
- Two courses in social and behavioral sciences (Area IV)
- Two additional liberal arts courses from Area I-IV (they must come from different disciplines)

Professional Education Requirements (K-6)

EDUC 221 Foundations of American Education
EDUC 225 Curriculum & Instruction for Elementary Schools
EDUC 270 Educational Technology
EDUC 310 Educational Psychology
EDUC 401 Teaching Reading & Other Language Arts
EDUC 402 Diagnosis & Correction of Reading Difficulties
EDUC 404 Mathematics Methods/Materials in the Elementary School
EDUC 411 Social Studies Methods/Materials in the Elementary School
EDUC 412 Science Methods/Materials in the Elementary School
EDUC 499 Professional Internship or EDUC 498 Supervised Internship for Lateral Entry Teachers

Professional Education Requirements Secondary Licensure (9-12)

Additional Content Area Courses May be Needed
EDUC 221 or EDUC 515 Foundations of American Education (3 Hrs.)
EDUC 270 or EDUC 514 Educational Technology (3 Hrs.)
EDUC 310 Educational Psychology (3 Hrs.)
EDUC 345 Content Area Reading (3 Hrs.)
EDUC 436 Secondary Methods & Materials (3 Hrs.)
EDUC 498 Supervised Internship for lateral-entry teachers (3 Hrs.) OR
EDUC 499C Professional Internship (9 Hrs.)
EDUC 452 Post-Practicum Seminar in Secondary Education (9-12 certification only) (2 Hrs.)

Professional Education Requirements Foreign Language (K-12)

Additional Content Area Courses May be Needed
EDUC 221 or EDUC 515 Foundations of American Education (3 Hrs.)

EDUC 270 or EDUC 514 Educational Technology (3 Hrs.)
EDUC 310 Educational Psychology (3 Hrs.)
EDUC 345 Content Area Reading (3 Hrs.)
EDUC 436 Secondary Methods & Materials (3 Hrs.)
EDUC 498 Supervised Internship for lateral-entry teachers (3 Hrs.) OR
EDUC 499C Professional Internship (9 Hrs.)
EDUC 299 Exploratory Internship (French or Spanish only)
EDUC 452 Post-Practicum Seminar in Secondary Education (9-12 certification only) (2 Hr.)

Post-Baccalaureate Testing
We suggest the following tests. Currently in NC the following test codes apply:
English
English Language, Lit, & Comp: Content Knowledge (test code 10041)
English Language, Lit, & Comp: Pedagogy (test code 30043)
Mathematics
Mathematics: Content Knowledge (graphing calc required) (test code 10061)
Mathematics: Pedagogy (calculator prohibited) (test code 30065)
Biology
Biology: Content Knowledge (test code 20235)
Life Science: Pedagogy (test code 30234)
History
Social Studies: Content Knowledge (test code 10081)
Social Studies: Pedagogy (test code 30084)
General Social Studies
Social Studies: Content Knowledge (test code 10081)
Social Studies: Pedagogy (test code 30084)
French
French: Content Knowledge (contains listening section) (test code 20173)
French: Prod Lang Skills (contains speaking section) (test code 10171)
Spanish
Spanish: Content Knowledge (contains listening section) (test code 10191)
Spanish: Prod Lang Skills (contains speaking section) (test code 20192)
Test under consideration, verify with state.

THE SCHOOL OF COMMUNICATION

Organizational Communication Major
Communication is the lifeblood of all organizations, whether local or national, corporate or non-profit, governmental or professional. From business plans to persuasive pitches, from meetings to managing, from delegating to decision-making, from interpersonal relationships to public speeches, communication processes create, maintain and transform organizations. The study of Organizational Communication provides students with the ability to analyze and understand audiences, situations and sources, and to develop appropriate messages in a variety of contexts. Thirteen courses (37 hours) are required for the major.

Requirements for the Major in Organizational Communication are:
Core Courses (16 Hrs)
OCOM 215 Business and Professional Speaking
OCOM 216 Business and Professional Writing
OCOM 305 Organizational Communication
OCOM 475 Communication Research
OCOM 480 Communication Theory
OCOM 499 Capstone Project

Cluster One: Organization and Management (Choose one)
Please note that courses not taken to meet this requirement may be taken as electives.
OCOM 310 Communication in Management
OCOM 320 Organizational Development
OCOM 330 Human Resource Development
OCOM 340 Training and Consulting

Cluster Two: Human Interaction (Choose one)
Please note that courses not taken to meet this requirement may be taken as electives.
OCOM 312 Nonverbal Communication
OCOM 322 Interpersonal Communication
OCOM 332 Conflict Management
OCOM 344 Group Dynamics and Team Building

Cluster Three: Diversity and Ethics (Choose one)
Please note that courses not taken to meet this requirement may be taken as electives.
OCOM 317 Gender and the Workplace
OCOM 327 Intercultural Communication
BUSN 320 Business Ethics
Core Courses and Cluster Total: 25 Hours
Plus 12 credit hours:
Students may choose from the courses offered in the three clusters and the following:
OCOM 207 Advanced Expository Writing
OCOM 301 Film: Process and Product
OCOM 309 Communication and Campaigns
OCOM 335 Persuasion
OCOM 350 Independent Study
OCOM 360 Topics in Organizational Communication
BUSN 340 Marketing

Organizational Communication Minor

Requirements for the Minor in Organizational Communication are:
At least 18 credit hours, including the following core courses:
OCOM 215 Business and Professional Speaking
OCOM 216 Business and Professional Writing
OCOM 305 Organizational Communication
OCOM 480 Communication Theory

ACADEMIC POLICIES

All Hayworth College students and traditional undergraduate students must follow the academic policies in the preceding section: Undergraduate Academic Policies, page 103.

SERVICES FOR HAYWORTH COLLEGE STUDENTS

The Center for Student Success
The Center is available to assist all University undergraduates. Hayworth College students are welcome at The Center.

Athletic Facilities
Hayworth students with Queens ID cards may use the swimming pool and tennis courts. Open hours for pool use are posted each semester. Tennis court access cards are available from the physical education office during fall and spring terms only. A deposit is required. For more information, contact the physical education office.

Campus Police
The Campus Police Department was established to maintain a safe environment for the University community. Officers with the department are commissioned Campus Police Officers by the Attorney General of North Carolina and have full police powers on campus. Officers patrol the campus 24 hours a day and are on duty year round, including holidays. The Chief of Campus Police not only has responsibilities for police and security functions, but also enforces all safety and fire regulations on campus.

Emergency Telephones
Telephones are located in each of the parking areas and buildings on campus. These should be used by persons requesting assistance or in need of help from Campus Police at 704 337-2306.

Escorts
Persons may call 704 337-2306 or come by the Campus Police Office and request an escort to or from the parking lots. This service is available 24 hours a day. Please keep in mind that it might take a few minutes to give you the assistance because of other duties or emergencies that may arise.

Jazzman's Café
Is located in the newly renovated Trexler Student Center and features Seattle's Best Coffee, smoothies, gourmet sandwiches, salads, soups, homemade muffins and pastries. You can use your Club Account to purchase items here. Hours of operation are 8am to 9pm Monday through Friday, 9am to 1pm on Saturday and closed on Sunday.

The Lion's Den Grille & Game Room
Opened in February 2007, is the newest dining facility on the Queens campus. Located in the newly renovated Morrison Hall basement, The Lion's Den boasts 2,000 square feet, an Internet jukebox, wide screen television and a pool table. The 24-foot grill offers fare that appeals to everyone. You can use meal plans, Munch Money, cash and credit cards.

Parking Permits
A student parking permit for Hayworth students is available in the Office of Hayworth Academic Affairs located in Burwell Hall. The permit allows the student to park in assigned lots and unrestricted zones during times indicated in the Queens University of Charlotte Rules and Regulations Handbook. Cars parked on campus without permits will be ticketed.

Service Center
A full-service Service Center is located on the lower level of Morrison Hall, and is run through a partnership with Archer Management Services. The Mail Center handles all inter-campus mail, US Postal, Fed-ex and UPS. The Copy Cnter can do both color and black & white copying, as well as folding and binding. The Service Center will sell a full range of office and shipping supplies. Hours of operation are from 8:30am - 6:30pm.

Student Government Association (SGA)
The Hayworth College SGA, organized in 1981, is the formal means of student involvement in the operations and activities of Hayworth College. Representatives are elected each fall by the student body and serve as liaisons between students, faculty and administration. Officers of the SGA may be asked to serve on Hayworth College Judicial Committees.

Student Identification Cards
Student ID cards are recommended for all Queens University of Charlotte students, including McColl and Hayworth College students. The Queens Service Center on the lower level of Morrison Hall provides picture ID cards free for adult students. An ID card is valid for the academic year. ID cards are required to check out books in Everett Library and to use the Dickson Microcomputer Lab after hours.

Student Store The Queens Student Store
Located in Trexler Student Center, sells textbooks, academic supplies, clothing, beverages and snack foods.

Trexler Student Center
The Trexler Student Center, which adjoins Morrison Dining Hall, offers a living room, the Queens bookstore, Jazzman's Café and a private dining facility – The Claudia Belk Dining Room. A stairway connects the Trexler Student Center with Student Activities offices and the Service Center on the lower level of Morrison Hall.

Young Dining Room
Is located in Morrison Hall. Residential students have a choice of a 19, 14 or 10 meal plan. Commuter students may purchase one of these meal plans, or any combination of breakfast, lunch or dinner in 10, 20 or 30 meal increments. All students can purchase a Club Account, which can be used in the Young Dining Room, Jazzman's Café or the Queens Student Store. For more information on dining options call 704 337-2409.
For information on additional Student Services see page 17.

HONORS AND AWARDS

Dean's List
Each spring a Hayworth College Dean's List is compiled naming those Hayworth College undergraduate degree candidates who qualified during the previous calendar year. For this purpose, the year begins in the spring term, and continues through the summer term, and concludes with the fall term. Degree candidates who have no outstanding incomplete grades and who have completed, during this time period, a minimum of 12 hours of college-level credit on a graded basis with a grade point average of 3.500 or better in the hours during this time period, are eligible for the Hayworth College Dean's List.

Honors at Graduation

Summa cum laude, magna cum laude, and cum laude honors are awarded by the University for academic excellence. A student must complete at least 60 hours at Queens to be eligible for graduation with honors. The grade point average will be determined only by work taken at Queens. Summa cum laude is awarded to students who have a grade point average of 3.850; magna cum laude is awarded to students who have a grade point average of 3.650; and cum laude to students who have a grade point average of 3.500.

Transfer Credit and Graduation With Honors

It should be noted that only students who complete at least 60 credit hours at Queens University of Charlotte will be eligible for graduation with honors at the baccalaureate level.

Awards Convocation

A major convocation is held for Hayworth College students at the end of each academic year to honor academic excellence and service to the University. Each academic department presents an award to an outstanding graduating senior in the major. The University also recognizes those who have made the Dean's List in the prior year, those who have received Fellowships and Scholarships, nominees to Who's Who in American Universities and Colleges and other honors and awards.

Who's Who Among Students

In American Universities and Colleges recognizes noteworthy student leaders on campuses throughout the country and registers them in a national collegiate publication. The students are selected on the basis of scholarship, leadership, citizenship, participation in co-curricular activities and the promise of future contributions to those areas.

HONOR SOCIETIES

Alpha Sigma Lambda

The Theta Chi chapter of the Alpha Sigma Lambda National Honor Society, the national honor society for students in continuing higher education, was installed in 1998. Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career. Students must meet the following minimum requirements to be considered for membership: have earned a minimum of 30 semester hours in Hayworth College, with at least half of these credits in courses outside the student's major field. Members shall be elected only from the highest ten percent of those students who meet these requirements. Those selected must have a minimum GPA of 3.2.

For the University's honor societies specific to academic fields, see page 16.

Presbyterian School of Nursing

Associate of Science in Nursing Program

The Associate of Science in Nursing program evolved from the historic nursing diploma program of the Presbyterian Hospital School of Nursing, which opened in 1903 with three students. Since 2004, the Associate of Science in Nursing program, like the diploma program before it, has offered a nursing education program that prepares knowledgeable, competent and caring nurses. The programs have graduated more than 3,800 nurses who have contributed to health care throughout the United States and the world. The program has thrived because of its leaders' ability to anticipate and advance change, which led to the merger between Queens University of Charlotte's nursing programs and the Presbyterian Hospital School of Nursing in the fall of 2004 to form the Presbyterian School of Nursing at Queens. The same important values have been passed down and remain a tradition of the school: high standards in the educational process, a holistic approach to patient care, high moral and ethical standards, and sufficient experience in the health care setting to enable the student to apply the knowledge and skills of Nursing with confidence and competence.

The Nursing curriculum is designed to prepare graduates to function in a variety of health care settings with client populations of all ages and diverse cultural backgrounds. General education courses provide a knowledge base foundational to entry-level Nursing. Faculty are academically qualified and experienced in the practice of Nursing teach the Nursing courses. Clinical experiences are planned to coincide with classroom theory.

Personal and professional development are also important aspects of the educational process. Students have the opportunity to participate in School of Nursing committees and student organizations. Students may also participate in professional and volunteer activities in the community and in national and international activities.

Students who successfully complete all courses in the nursing curriculum plan are awarded an Associate Degree in Nursing and are eligible to take the National Council Licensing Examination, RN (NCLEX-RN) and to apply for licensure as a registered nurse. Graduates are encouraged to continue their education through earning the BSN or MSN degree.

ADMISSION

Applicants for admission are reviewed when all required credentials are received. Major emphasis is placed on the academic history of the applicant. The intent is to offer admission to those whose credentials indicate a strong likelihood for success in the associate degree curriculum. The program may not be able to accommodate all applicants who meet the minimum requirements. Queens selects the best qualified candidates from those completing the application process and meeting the minimum admission requirements. Applicants are encouraged to complete the application process well in advance of the deadline below. It is to the advantage of the applicant to apply early. Application should be submitted by Feb. 1 for the fall semester and July 1 for the spring semester.

APPLICATION REQUIREMENTS

Applications will be reviewed based on the following minimum requirements:

- Graduation from an accredited high school or the equivalent
- A 2.5 cumulative GPA in all previous college work, if applicable
- The average GPA on all of the following courses completed prior to application must be a 2.500 or higher, whether they were completed at Queens University of Charlotte or whether equivalent courses were completed at a regionally accredited institution.

- ENGL 110 Composition I (3 Hrs.)
- ENGL 120 Composition II (3 Hrs.)
- BIOL 120 Introduction to Medical Microbiology (4 Hrs.)
- PSYC 201 General Psychology (3 Hrs.)
- BIOL 211 Human Anatomy and Physiology I with lab (4 Hrs.)
- BIOL 212 Human Anatomy and Physiology II with lab (4 Hrs.)
- PSYC 304 Abnormal Psychology (3 Hrs.)
- PSYC 320 Developmental Psychology (3 Hrs.)
- SOCI 203 Principles of Sociology (3 Hrs.)

Applicants without prior college work will be considered based on their high school record, especially the quality and amount of college-preparatory work; recommendations from the secondary school; and satisfactory scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT).

Clinical Requirements

- Registration with the NC Department of Facilities Services as a Certified Nursing Assistant I is required for enrollment in the ASN program. Applicants should be advised that this may be a lengthy process and is typically begun 9-12 months prior to the month in which the applicant wishes to enroll.
- Certification in Basic Life Support for Health Professionals is required for enrollment in the ASN program.
- Health requirements for enrollment in the ASN program include health history, standard health care worker immunizations, and a urine drug screen.
- All students in the ASN program must carry personal health insurance throughout the program. (See the ASN Student Handbook for more information.)
- A criminal background check is also required.

Application

Applications for admission may be obtained by writing the Presbyterian School of Nursing Admissions Office, 1900 Selwyn Ave, Charlotte NC, 28274 or by calling 704 337-2276.

Campus Visits

Students seeking information about the University are encouraged to visit the main campus or the ASN Admissions Office located at Queens' Fifth Street Nursing Campus, 1901 East 5th Street, Charlotte NC. The office is open from 9am to 5pm, Monday through Friday.

THE ASSOCIATE IN SCIENCE OF NURSING (ASN) PROGRAM

The two-year nursing program is comprised of 30 credit hours of general education courses and 41 credit hours of Nursing courses leading to an Associate of Science in Nursing (ASN) degree.

The ASN program prepares a novice practitioner of Nursing with essential knowledge and skills that facilitate critical thinking and a holistic, caring approach to the healthcare needs of individuals across the lifespan.

The ASN faculty promotes a nurturing and intellectually stimulating environment that encourages the pursuit of knowledge and facilitates personal growth, accountability, respect for self and others and contribution to the community.

Completion of the ASN program qualifies the graduate to sit for the NCLEX-RN® licensing exam to become a Registered Nurse. The curriculum also provides excellent preparation for subsequent completion of the BSN degree, especially through the RN-to-BSN program of Presbyterian School of Nursing at Queens.

Requirements for the Associate of Science in Nursing are:

General Education Courses:
ENGL 110 Composition I (3 Hrs.)
ENGL 120 Composition II (3 Hrs.)
BIOL 120 Introduction to Medical Microbiology (4 Hrs.)
PSYC 201 General Psychology (3 Hrs.)
BIOL 211 Human Anatomy and Physiology I with lab (4 Hrs.)
BIOL 212 Human Anatomy and Physiology II with lab (4 Hrs.)
PSYC 304 Abnormal Psychology (3 Hrs.)
PSYC 320 Developmental Psychology (3 Hrs.)
SOCI 203 Principles of Sociology (3 Hrs.)
Total: 30 Hrs.

Nursing Courses:
NURS 100 Nursing Fundamentals (5 Hrs.)
NURS 118 Maternal Nursing (4 Hrs.)
NURS 124 Introduction to Adult Nursing (6 Hrs.)
NURS 205 Nutrition (3 Hrs.)
NURS 217 Child Health Nursing (4 Hrs.)
NURS 219 Adult Nursing (5 Hrs.)
NURS 228 Complex Adult Nursing (8 Hrs.)
NURS 232 Preceptorship (3 Hrs.)
NURS 240 Leadership Development Studies (3 Hrs.)
Total: 41 Hrs.

ACADEMIC POLICIES for the ASN PROGRAM

The following policies apply to all students in the Associate of Science in Nursing program.

Academic responsibility
While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for a degree.

Academic advising
To assist the student with this responsibility, all academic plans and programs should be approved by the student's advisor. It is the student's responsibility to schedule appointments with his or her academic advisor as often as necessary in order to plan course schedules for each term, and to discuss current academic questions and problems.

Catalog of Entry
In general, a student must fulfill the degree and major requirements set forth in the Catalog which was current when the student matriculated. Other academic policies amended while a student is enrolled at Queens may well be deemed to apply regardless of the policies stated in the Catalog of entry. Further, curricular exigencies or other circumstances may require the University to modify degree or major requirements from those at entry and that right is reserved.

Full-Time / Part-Time Status
Undergraduates enrolled in 12 or more credit hours per term are considered full-time students. Undergraduates enrolled in 1-11 credit hours per term are considered part-time students.

Transfer Students
The student who enters Queens with prior academic credit from another regionally accredited institution is considered a transfer student. The Registrar will audit the transcripts from other regionally accredited institutions attended and determine the transfer student's class status, the credit hours awarded, and their applicability to Queens' graduation requirements. Transfer students must meet all degree requirements in their catalog of entry including the residency requirements. No more than 60 academic credit hours transferred from two year institutions, and no more than four credit hours in physical education, may be applied to the hours required for graduation.

Class Attendance
In general, students are expected to attend all class sessions. Specific policies are set for each course by individual faculty members and should be printed in the syllabus and announced at the beginning of the term. It is the student's responsibility to know the attendance policy in a particular course. A faculty member will, if possible, allow a student to make up or complete academic assignments when the student misses class because of illness or for other justifiable reasons. A faculty member will, if possible, allow one additional absence beyond the number normally permitted to a student who misses class while representing the University at official University functions and will, if possible, allow a student to make up missed quizzes or make other arrangements for missed quizzes or tests. It is the student's responsibility to notify the professor of such absences in advance and in writing. It is expected that a student will only use other absences for legitimate purposes such as personal or family illness or crises. It is a violation of the Honor Code for a student to be untruthful about a class absence. The student is always responsible for notifying faculty of anticipated absences. University offices may not excuse students for class absences. They may, however, notify faculty members upon request when illness or grave circumstances beyond the student's control necessitate a class absence.

Eligibility to represent the University
Students who are on academic probation, on social probation for six weeks or longer, or suspended from a class or from the University, are not eligible to represent the University in off campus extracurricular activities, to participate in varsity athletics, to hold campus office or to run for campus office until the probation or sanction is lifted.

Taking Courses at Other Institutions
After admission to Queens a student must receive prior approval to take a course at another institution in order for the credit to be transferred back to Queens. Generally the course must be equivalent to or supplemental to a course offered at Queens. In order to transfer credit to Queens for a course taken at another institution a Queens student must (1) secure prior approval from the academic advisor and the appropriate department chair, (2) earn a grade of C or better in the course, and (3) have the other institution send an official transcript of the coursework to the Registrar at Queens University of Charlotte.

Admission and Dismissal from the Program-of-Entry
A student is admitted to one University program: the traditional undergraduate program, the Hayworth College program, the ASN program or a graduate program. The student who wishes to move from his/her program-of-entry to another program must apply through the appropriate Admissions Office. (See Transfer Between Programs)

A student who has been dismissed from their program of entry is dismissed from Queens University of Charlotte and must apply for readmission.

Transfer Between Programs
A student who has been admitted to the ASN program and completed at least one term, and who then wishes to transfer to a either the traditional Undergraduate Program or the Hayworth College, must make formal application through the appropriate Office of Admissions. To be considered for admission the student must have earned a minimum cumulative grade point average of 2.000 at Queens University of Charlotte, may not be on any type of academic or social probation, and be in good standing with the University.

A pre-application form for internal transfer students is available from the Admission Offices must be submitted prior to application for admission. The ASN student who is admitted into a baccalaureate program must complete all of that program's degree requirements, follow that program's policies, pay that program's tuition and fees, and will be eligible only for that program's services and financial aid options.

REGISTRATION
A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar.

An undergraduate may register for any undergraduate course for which they have the prerequisites as long as space is available and there are no special restrictions on the course. A student who registers for a course outside of their program of entry must follow that program's calendar and policies.

Course Load
Any student who wishes to take more than 15 hours (or more than the number of hours called for in the ASN curriculum) should consult his or her academic advisor.

GRADING

Nursing courses in the School of Nursing at Queens use the following system of grades and grade point values per credit hour for undergraduate classes:

Grade	Grade Point Value	Interpretation
A	4.000	Superior
A–	3.700	
B+	3.500	
B	3.000	Good
B–	2.700	
C+	2.500	
C	2.000	Satisfactory
C–	1.700	
D+	1.500	
D	1.000	Poor
F	0.000	Fail
P	(0)	Pass
AU	(0)	Audit
W	No effect on grade points - Withdrew	
I	No effect on grade points. "I" is a temporary grade that will become a letter grade upon either completion or the end of the time period for completion.	
K	No effect on grade points. K is a temporary grade given at end of first term of a two-term course to indicate satisfactory progress. Will be replaced by letter grade upon completion of the second term of the course.	

Grade reports are provided to students at the end of each term.

Additional Information about the Grading of Nursing Courses with Clinical Labs

The clinical laboratory portion of each nursing course is graded as follows:

S – Satisfactory Performance – performance that is within the scope of safe nursing practice and is in full accordance with the criteria listed in the clinical and course objectives.

NI – Needs Improvement – performance that is within the scope of safe nursing practice but is not in full accordance with criteria specified in the clinical and course objectives.

U – Unsatisfactory Performance –performance that is not in accordance with safe nursing practice or with criteria specified in the clinical and course objectives.

A midterm evaluation will be completed. NI given at midterm will have a written action plant that will be discussed with the student. A copy of the action plan will be given to the student. This plan will be completed by the end of the semester in order for the student to be satisfactory in clinical.

To be successful in the course, the student will achieve S on all the criteria listed in the clinical and course objectives. Final evaluation will include strengths and growth needs. Clinical warnings, tardies and absences will be noted on both the mid-term and the final evaluation.

A final grade of "U" in the clinical portion of any nursing course automatically results in a course grade of F.

Grade Point Average

A student's cumulative grade point average at Queens is based solely on academic work at Queens, and is not affected by course credit earned at another institution. The grade point average is used to determine eligibility for graduation. It is calculated by dividing the total number of points by the total number of graded credit hours attempted.

Pass/No Record

Pass/No Record (P/NR) is a grading system designed to encourage students to explore new areas. The grade of "P" is recorded when a student earns a grade of C- or better in the course. If a student earns a D+, D, or F, the "Z" designation is used on the student's grade report, but is not recorded on the student's permanent academic record and does not affect the student's cumulative grade point average.

Some courses are designated P/N for all students. Other courses may not be taken P/N by any students. A student may take up to two elective courses per academic year, but no more than one course per term, on a P/N basis. Only elective courses may be taken on a P/N basis. A course that will meet a specific degree requirement, such as a general education requirement or major requirement, may be taken on a P/N basis only with special permission.

A student must request the P/N grade status at registration or during the drop/add period. However, the student who has begun a course with the P/N grade status can change to a regular graded basis until the date on the term calendar designated "last day to withdraw from a course." The student is responsible for requesting this change in writing from the Registrar's Office prior to this deadline.

Pass/Fail

Pass/Fail is the grading system used for specially designated courses. The grade of "P" is recorded when a student earns a grade of C– or better in the course. An F is recorded when the work is unsatisfactory. "P/F" differs from "P/NR" in that Fs are recorded on the student's permanent academic record, while NRs are not.

Incomplete Status

The grade of Incomplete (I) is given at the discretion of the instructor and only when unusual circumstances make it impossible for the student to complete the course work by the end of the term. The student is responsible for requesting an "I" by obtaining and completing the appropriate form from the Office of the Registrar. The student is also responsible for arranging to complete incomplete work. A grade of "I" received during fall term must be changed a regular letter grade by the end of the second full week of regular classes of spring term; an "I" received during spring term or summer term must be changed to a regular letter grade by the end of the second full week of regular classes of fall term. Conversion of an "I" to a regular grade may affect financial aid. A grade "I" automatically becomes an "F" if the student fails to make up incomplete work satisfactorily by the above deadlines.

The Undergraduate Student Qualifications Committee (U-SQC) will review end-of-term transcripts of students who receive an "I." The U-SQC will regard the Incomplete as grade neutral; therefore, the "I" will not affect the student's grade point average until the "I" is converted to a regular grade. Nor will the "I" impact the potential of academic sanctions resulting from a student's term and/or cumulative grade point average.

Repeated Courses

Some courses are specifically listed "may be repeated for credit." The following policies refer to repeating any other course. If a student fails a course, the student may repeat that course only once, either at Queens, or at another regionally accredited institution with prior approval of the appropriate department chair or dean. The F grade will remain on the student's record. If the course is repeated at Queens, both the F and the second grade will be figured into the student's cumulative grade point average. If a course is repeated at another institution, the credit (but not the grade) will transfer; thus the original F only will be figured into the cumulative average. A student also may elect to repeat a course at Queens in order to demonstrate mastery of the material. In this case, both the original and the second grade will be figured into the student's grade-point average; no additional credit hours will be awarded. In either case, a course may be repeated only once, either at Queens or at another institution. No more than one clinical nursing course in the ASN program maybe repeated after unsatisfactory performance in the course Tuition is charged for all repeated courses.

Auditing Courses

A student in the ASN program may audit a course with the consent of the dean of the School of Nursing. The student receives no credit for an audited course, but the grade "AU" will appear on the student's transcript. Drop/Add and course withdrawal policies apply to audited courses and auditors are expected to attend class regularly.

Academic Grievances

The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and transcription of grades), not the qualitative and subjective elements of grading. Students who believe they have detected an error in the computation or transcription of a grade should initiate the challenge process by the end of the first month in the following term in which the disputed grade was given, by consulting with the faculty member concerned. If a satisfactory agreement is not reached, the student should consult with the chair of the department in which the dispute occurred. If a satisfactory agreement is still not reached, the student should consult with the faculty member's dean.

COURSE DROP, ADD OR WITHDRAWAL

See also Withdrawal and Financial Obligations.

Drop and Add

The drop and add period is limited. The deadline is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site: http://www.queens.edu/registrar. When a course is dropped during the Drop/Add period that course is not reflected on the student's transcript. A student who drops all courses at Queens in his or her first semester of attendance will not have matriculated into the University.

Withdrawal from a Course

After the drop/add period has ended the student who does not wish to continue in a course must Withdraw from the course. The withdrawal period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site: http://www.queens.edu/registrar. A status of "W" will be recorded if the student withdraws during the withdrawal period.

Late Withdrawal from a Course

After the deadline for withdrawal a student may only withdraw from a course with the approval from the Student Qualifications Committee.

Abandoning a Class

A student who simply stops attending a class will receive a grade of "F" for the course.

Withdrawal from a Nursing Course

The School of Nursing has special policies on drop or withdrawal from a Nursing Course. Any student, who drops/withdraws from any clinical nursing course and is interested in continuing in nursing, must petition, in writing, to the Nursing Student Qualifications Committee (NSQC), a standing committee of the Presbyterian School of Nursing, to request continuation in the nursing program.

The student should include in the letter why the drop or withdrawal was necessary and what measures will be taken to prevent a reoccurrence. The letter should be received by the NSQC within two weeks of the end of the course/semester in which the student discontinued the course. The student must take the course the next time it is offered, based on space available. Placement in the next offering is not guaranteed for any student after withdrawing from a course.

Deviations from the given course sequence for any reason must be approved by NSQC. Specific to seven week courses offered in the ASN program, students who withdraw from a seven-week course may then progress to the other seven-week course that is offered in that semester. The student must wait until the course from which he/she withdrew is offered in another semester and take it based on space availability. Placement in the next offering is not guaranteed for any student after withdrawing from a course.

The School of Nursing reserves the right to verify competencies essential to patient care, including the right to require repeat coursework.

WITHDRAWAL FROM THE UNIVERSITY

A student who has withdrawn from the University, been dismissed from the University, or become inactive must apply for readmission in order to return. See also Withdrawal and Financial Obligations.

Withdrawal By the Student

To withdraw from the University a student must complete the Official Withdrawal Form available in the Office of the Registrar. If documentation from the attending physician is presented with the Official Withdrawal Form a "medical withdrawal" will be granted.

Upon withdrawal from the University the Registrar will drop (during add/drop period) or withdraw (after the drop/add period) the student from all classes enrolled. The student will receive written confirmation that the courses have been dropped/withdrawn. The effective official withdrawal date will be the date the form is received by the Registrar. The date of withdrawal will affect tuition refunds and/or any financial aid. The student should also contact the Student Financial Services Office. A student who abandons a class will be assigned the grade of F. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance.

Withdrawal By the University

A student in the ASN program does not have to maintain continuous enrollment to remain an active student, but may be absent for one term if the student returns in the following term. If the student is absent for two consecutive terms, including summer term, he/she will become an inactive student and must apply for readmission in order to return.

The University reserves the right to require at any time the withdrawal of any student whose conduct or academic work is not considered satisfactory.

Readmission

A student who wishes to apply for readmission should (1) submit an application for admission (2) provide official transcripts from all institutions attended since leaving Queens; and (3) submit a personal statement stating their goals and accomplishments since leaving Queens. Readmitted students will be subject to the academic requirements of the Catalog in effect at the time of readmission.

GRADUATION

A student may receive a degree only after meeting all degree requirements.

Residency Requirement

A minimum of 27 hours must be earned at Queens University of Charlotte for the associate degree to be awarded.

Application for Graduation
It is the student's responsibility to be aware of progress toward the degree and to file a completed Application for Graduation form in the Registrar's Office by these deadlines:

- For Spring completion, the Application is due before of the end of the preceding Fall's Add-Period.
- For Summer completion, the Application is due before the end of the preceding Spring's Add-Period.
- For Fall completion the Application is due before the end of the preceding Summer's Add-Period.

Application forms are available from the academic advisor and the Registrar's Office and are available on the Website at http://www.queens.edu/registrar/.

Commencement exercises
are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms and in the current spring term. The diploma is awarded at this time.

Honors for ASN Students
To be eligible for academic honors, the ASN graduate must have completed 36 credit hours at Queens.

Highest Honors: GPA = 3.850 or higher
High honors: GPA = 3.650 – 3.849.
Honors: GPA = 3.500 – 3.649.

Commencement
Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms, and in the current spring term. The diploma is awarded at this time. For December graduates from the ASN program, a Pinning ceremony is held in December. December graduates are expected to participate in the May commencement exercises.

ASN Honor Society
Phi Theta Kappa is the national honor society for associate-degree students in all disciplines. This organization recognizes scholastic achievement by the students and promotes leadership, scholarship and academic excellence among its members. Students who meet the academic requirements are inducted annually.

NURSING STUDENT QUALIFICATIONS

The faculty of the School of Nursing has established standards of satisfactory academic progress which are administered by its Nursing Student Qualifications Committees (N-SQC). Retention in the ASN Program Students who exhibit lack of physical and/or emotional health that could inhibit their ability to provide safe nursing care of the public may be dismissed from the program.

Dismissal from the ASN Program
A student dismissed from the ASN program is dismissed from the University and must apply for admission to a different program in order to return. See Admission and Dismissal from the Program-of-Entry above.

Progression Criteria

In order for a student to progress in the associate of science in nursing program, certain criteria must be met. The student must satisfactorily complete all prerequisites for each nursing course and each nursing course in the prescribed sequence. The student must pass all courses in the nursing curriculum with the grade of C- or better. A student may enroll in any course a maximum of two times and may repeat only one clinical nursing course. The nursing curriculum requirements must be completed within 4 consecutive years after enrolling in the first nursing course. A student must maintain a cumulative grade point average of 2.0 or better (see probation statement below). The student must demonstrate safe nursing practice.

Students who fail to meet the above progression requirements will be dismissed from the ASN Program.

Academic Probation

Academic Probation applies to students who have a cumulative GPA of less than 2.0. Students whose cumulative GPA is less than 1.8 will be dismissed from the ASN program, but are eligible to apply for readmission (see section on readmission to the program). Students whose cumulative grade point average is between 1.8 and 1.99 will be placed on academic probation Students on academic probation must bring the cumulative GPA to 2.0 or greater within one academic term after being placed on probation. Students who fail to achieve this will be dismissed from the program, but are eligible to apply for readmission. Students must have a cumulative GPA of 2.0 or above to graduate.

Academic Probation and Dismissal

A student who has attempted nine or more credit hours at Queens and whose cumulative grade point average falls below the levels for his or her class standing, shown above, will be placed on academic probation. However, a student who has a term grade point average below 1.000, or who fails to make academic progress, is also subject to probation or dismissal at any time.

Students on probation will be reviewed at the end of the term, including summer term, in which they have attempted at least six credit hours since being placed on probation or last reviewed.

Students on probation will be removed from probation if, at the time of review, their cumulative grade point average has been raised to the minimum required for their class status.

Students on probation who have earned a grade point average of 2.000 since their last review, but whose cumulative grade point average is still below the minimum required for their class status, may be continued on probation.

Probation and Federal Financial Aid

An ASN student admitted on probation or placed on probation by the N-SQC may only receive federal financial aid for one term.

UNIVERSITY STUDENT QUALIFICATIONS

The faculty has established standards of satisfactory academic progress for all undergraduates which are administered by its University Student Qualifications Committees (U-SQC).

Academic probation and dismissal

A student whose cumulative grade point average falls below the following levels for each class standing is placed on academic probation.

MINIMUM CLASS STANDING REQUIRED

Credit Hours Earned	Minimum Cumulative GPA Required
0-12	1.500
13-23	1.800
24-37	1.800
38-51	1.900
52-70	1.900
71-89	2.000
90 or more	2.000

Determining Probation or Dismissal

At the end of each term the U-SQC reviews the record of each student in academic difficulty. The record of any undergraduate student (degree or non-degree: part-time or full-time) will be reviewed after attempting a minimum of 9 credit hours at Queens University of Charlotte. A student whose cumulative grade point average (GPA) falls below the minimum class standing, but whose term GPA is above 1.000 is placed on academic probation. A student who has a term GPA below 1.000 may be placed on academic probation or academically dismissed from the University, regardless of the cumulative GPA. A student whose term GPA falls below 1.000 and who's cumulative GPA falls below the minimum class standing will be academically dismissed from the University.

Subsequent Reviews

The committee will review a student previously placed on probation, or admitted/readmitted on probation, after the full-time student has attempted 9 or more credit hours since being placed on probation, or the part-time student has attempted 6 or more credit hours since being placed on probation. The student must have earned a term GPA of 2.000. If not, regardless of the cumulative GPA, the student will be academically dismissed from the University. If the term GPA is 2.000 or above, but the cumulative GPA falls below the minimum class standing, the committee may choose to continue the student on probation for one more term or to academically dismiss the student from the University. If the term GPA is 2.000 or above, and the cumulative GPA meets the minimum class standing, the committee will remove the probation.

Appeal

A student has the right to present a written appeal concerning academic probation or dismissal decisions to the University Student Qualifications Committee (U-SQC) before the last day to add classes for the next term (including summer term). The student will receive written notice of the decision. The decision of the committee in regard to the appeal is final.

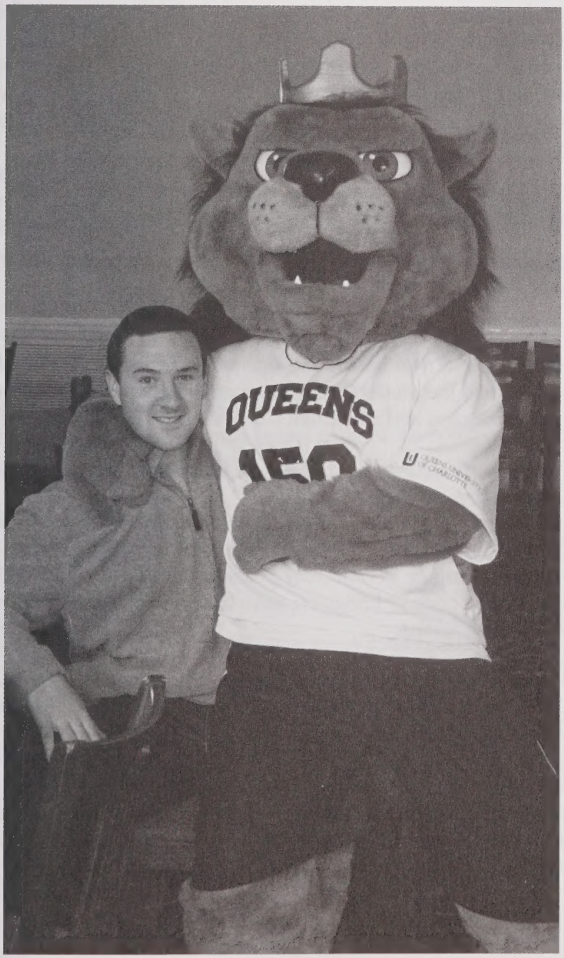
Restrictions While on Probation

A student on probation may not enroll in more than 12 credit hours in any one term; will be reviewed again after having attempted 9 or more credit hours since being placed on probation; must complete the course work for all courses with an incomplete grade (grade of "I") and receive a letter grade at least 72 hours prior to the first day of class for the next term; may not represent the University in off-campus extracurricular activities, participate in varsity athletics, hold campus office, or run for campus office, until the probation or sanction is lifted.

Probation and Federal Financial Aid
A student admitted on probation or placed on probation by the U-SQC may only receive federal financial aid for one term.

Readmission Following Academic Dismissal
A student who has been academically dismissed from the University may apply for readmission. The student should attempt and successfully complete (C- or better in each course) 9 or more graded credit hours in a single semester at a regionally accredited institution; submit an application for readmission; submit official transcripts showing the successful completion of these courses; submit a personal statement stating their goals and accomplishments since leaving Queens; and submit a memo to the Student Qualifications Committee stating why they want to return to Queens.

A student readmitted to the University is normally admitted on probation and reviewed after the first term based on the guidelines above for Subsequent Reviews. Readmitted students are subject to the academic requirements in effect at the time of readmission (catalog of entry of the term readmitted).



Graduate Programs

Queens University of Charlotte offers programs of study leading to the masters degree as well as non-degree graduate programs. Graduate degrees offered by the University include:

The College of Arts and Sciences
Master of Fine Arts (MFA) in Creative Writing

The McColl School of Business
Master of Master of Business Administration (MBA) in Professional and Executive programs
Master of Science (MS) in Organization Development

The Presbyterian School of Nursing
Master of Science in Nursing (MSN)
Post Baccalaureate Programs

The School of Education
Master of Arts in Teaching (MAT) in Elementary Education
Master of Education (MED) in Literacy (K-12)

The School of Communication
Master of Arts (MA)

Graduate Academic Policies

The following policies apply to all graduates students except for those enrolled in the Executive MBA and the Master of Fine Arts programs.

The Honor Code
The Honor Code is binding on all members of the University community and applies to all phases of life at the University. The student's signature on the application for admission to the University indicates understanding and acceptance of the Honor Code:

As a member of the Queens community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.
Academic Pledge: I pledge truthfulness and honesty in the performance of all academic work.
Community Pledge: I pledge to be truthful at all times, to treat others with respect, to respect the property of others, and to adhere to University policies. Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional behavior and academic dishonesty. Suspected violations of the Honor Code should be reported to the dean of the student's graduate program.

Academic Responsibility
While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for his or her degree.

Academic Advising
An academic advisor is assigned to help the student with this responsibility. It is the student's responsibility to schedule advising appointments with the designated advisor as necessary to plan a course of study to complete a graduate program, or to discuss current academic questions and problems.

Catalog of Entry
A student must fulfill the degree requirements set forth in the Catalog current during the student's first term enrolled in a graduate program at Queens. Academic policies amended while a student is enrolled at Queens may be deemed to apply regardless of the policies stated in the Catalog at time of entry. The University reserves the right to modify degree requirements from those listed at the time of entry due to curricular exigencies. If a student is readmitted he/she re-enters under the Catalog in effect at the time of readmission.

Full-Time Part-Time Status
A graduate student enrolled in at least 9 credit hours is considered a full-time student. A graduate student enrolled in fewer than 9 credit hours is considered a part-time student.

Admission Eligibility
Admission to a graduate program will remain effective for twelve months following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after this period are required to reapply. The subsequent admission decision will be based on the admission standards at the time of reapplication.

Time Limits for Degree Completion
The degree must be completed within the time period specified for the specific program. Any exceptions to the time limit must be granted by the program's Graduate Student Qualifications Committee.

In the McColl School of Business
Master of Business Administration and Master of Science in Organization Development: All course work must be completed within six years of matriculation.

In the Presbyterian School of Nursing
Master of Science in Nursing: all course work must be completed within six years of matriculation.

In the School of Education
Master of Arts in Teaching and Master of Education: all course work must be completed within seven years of matriculation.

In the School of Communication
Master of Arts: all course work must be completed within seven years of matriculation.

Variations in Degree Requirements
Any change in degree requirements must be approved by the program's Graduate Student ualifications Committee.

TRANSFERRED COURSES

At Admission

Generally, no more than six credit hours of graduate work may be transferred from another regionally accredited institution. Only graduate courses with a grade of B or better will be considered for transfer credit. Generally courses considered for transfer credit must have been completed within the three years immediately preceding admission into the graduate program.

Granting of transfer credit is dependent upon the specific course under consideration, which will be evaluated in terms of content, level and equivalency to a course in the graduate program.

After Admission

After students have been admitted to a graduate program, they must receive prior approval from their graduate student advisor to take a course at another institution with the intent of transferring those credit hours back towards their Queens degree. Normally, graduate students may take courses at another regionally accredited institution for transfer if the courses are equivalent to, or supplemental to, those offered in Queens' graduate programs. Courses are accepted for transfer only with prior approval and with a grade of B or better.

Ordinarily, no more than six hours of graduate credit are accepted in transfer work. An official transcript of work done at another institution must be sent to the Registrar for any course taken at another institution. Any grade received from another institution will not be included in the Queens grade point average.

REGISTRATION

A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar.

Taking Undergraduate Courses

A graduate student may also take any undergraduate course for which they have the prerequisites unless there are restrictions on the undergraduate course. Graduate students should register for these classes at the same time as they register for their graduate classes. Graduate students are expected to follow the calendar and policies of the undergraduate program in which they enroll.

Drop and Add

The drop and add period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site: http://www.queens.edu/registrar.

When a course is dropped during the Drop/Add period that course is not reflected on the student's transcript. A student who drops all courses at Queens in his or her first semester of attendance will not have matriculated into the University. After the drop/add period has ended, a student must withdraw from any course he or she does not intend to complete in order to receive a status of "W."

Withdrawal From A Course

After the drop/add period has ended the student who does not wish to continue in a course must Withdraw from the course. The withdrawal period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site: http://www.queens.edu/registrar. A status of "W" will be recorded if a student withdraws during the withdrawal period. (See Withdrawal and Financial Obligations)

Late Withdrawal

After the deadline for withdrawal a student may only withdraw from a course with the approval from the appropriate Student Qualifications Committee.

Abandoning a Class
A student who simply stops attending a class will receive a grade of "F" for the course. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance. *See Withdrawal and Financial Obligations.*

GRADING
Grades are based on the quantity and quality of the student's work. Graduate programs use the following system of grades and grade point values per credit hour.

Grade	Quality	Points
A	Excellent	4.000
B	Satisfactory	3.000
C	Poor	2.000
F	Failing	0.000
P	Passing	0.000

Course Status (No effect on Quality Points)

I	Course Work Incomplete
W	Student Withdrawn
NR	No record is made on the transcript
K	"K" is a temporary grade given at end of first term of a two-term course to indicate satisfactory progress, and will be replaced by letter grade upon completion of the second-term of the course. It has no effect on grade points.

Grade Point Average
The grade point average in the program is used to determine eligibility for admission and graduation. It is calculated by dividing the total number of quality points by the total number of graded credit hours attempted. Graded credit hours include all courses with grades of A, B, C and F. Courses with grades or status of P, W and I are not figured in the grade point average. In addition, a student's cumulative grade point average at Queens is based solely on academic work at Queens, and is not affected by course credit earned at another institution.

Pass/Fail
Some graduate classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Pass / No Record
Some graduate classes are offered on a Pass / No Record basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below B is considered No Record and the Z designation is used on the student's grade report, but the course is not recorded on the student's permanent academic record and does not affect the student's cumulative grade point average. A graduate course may not be taken on a Pass / No Record basis unless this status is specified in the course description.

Incomplete Status

A faculty member may agree to assign a status of Incomplete (I) when the student is passing the course and has a compelling reason why he or she cannot complete final assignments before the end of the term. After discussion with the student if the faculty member agrees to assign a grade status of Incomplete the student must sign the appropriate form filed with the Registrar. This status must be changed within one year of the end of the term in which the status was recorded. The student has until this time to complete the missing work. After this time the student will be assumed to have abandoned the class and the instructor or the Registrar will change the status as appropriate.

Neither credit hours nor grade points are awarded for a course whose status is "I." A student with a status of "I" in a course may not receive a degree.

Academic Grievances

The subjective judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records -- that is, any discrepancy in computation and transcription of the grade -- not the qualitative and subjective elements of grading.

If there is a possible error in the computation or transcription of a grade, the student should initiate a conference with the instructor within 30 days of the end of the term in which the grade was received. If a satisfactory agreement between the student and the instructor is not reached, the student may request a meeting with the program director. If a satisfactory agreement is still not reached the student may request a meeting with the dean.

STUDENT QUALIFICATIONS

The faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committees. Each graduate program has a Student Qualifications Committee (SQC). At the end of each term, the committees review the academic record of each student who is in academic difficulty.

Admission on Probation

Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal

A graduate student who earns an "F" in any course will be subject to dismissal from the University. A student will be placed on probation if he/she earns a grade of C in two graduate courses, or if the grade point average falls below 3.000.

The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation. Generally the student's cumulative record must be at least 3.000 and the student must not have more than two grades of C on their academic record. If the student cannot be removed from probation the student is subject to dismissal from the University. Extension of probation is by special permission and only due to extenuating circumstances.

Probation and Federal Financial Aid

A student admitted or place on probation may only receive federal financial aid for one term.

Satisfactory Academic Progress

All graduate students must show progress toward completion of degree requirements.

Readmission after Dismissal

A student dismissed from a graduate program may apply for readmission after an absence of at least one term. An application for readmission, a personal statement concerning the student's goals and accomplishments since leaving Queens and expectations of future success at Queens, and any other materials required by the program must be submitted to the graduate admissions office. The Student Qualifications Committee for that program will then review the application. A student readmitted to their program following academic dismissal is normally readmitted on academic probation.

WITHDRAWAL FROM THE UNIVERSITY

See also the section on Withdrawal and Financial Obligations.

By the Student

A student who wishes to withdraw from the University should notify the academic advisor and must submit the form Official Withdrawal from Queens University of Charlotte to the Registrar. The form is available from the Registrar's Office. The effective official withdrawal date will be the date the form is received by the Registrar. The date of withdrawal will affect tuition refunds and/or financial aid funding.

If documentation from the attending physician is presented with the Official Withdrawal Form a "medical withdrawal" will be granted.

Upon withdrawal from the University the Registrar will drop (during add/drop period) or withdraw (after the drop/add period) the student from all classes enrolled. The student will receive written confirmation that the courses have been dropped/withdrawn.

By the University

A graduate student does not have to maintain continuous enrollment to remain an active student, but may be absent for one term if the student returns in the following term. If the student is absent for two consecutive terms, including summer term, he/she will become an inactive student and must apply for readmission in order to return.

In addition, the University reserves the right to require at any time the withdrawal of any student whose conduct or academic work is not considered satisfactory.

Leave of Absence

A graduate student may request a leave of absence not to exceed 12 months. The student must notify the academic advisor and complete a Leave of Absence request form, which must be filed with the Registrar.

A student who returns on the agreed-upon date re-enters the program with the same status held at the time he/she left. A students who does not obtain a formal leave of absence, or who does not return in the agreed-upon time, shall be considered withdrawn from the University and will have to reapply to return.

Readmission after Withdrawal

A student who withdraws or is withdrawn from the University must apply for readmission to their program in order to return. If readmitted the student will then be bound to the Catalog in effect at the time of readmission.

GRADUATION

Graduation Requirements

Students may receive a graduate degree only after meeting all of their program requirements. A grade point average of 3.000 or better is required in all graduate coursework. No course with an assigned grade below C may apply toward degree requirements.

Application for Graduation

It is the student's responsibility to be aware of progress toward the degree and to file a completed Application for Graduation form in the Registrar's Office by these deadlines:

- For Spring completion, the Application is due before of the end of the preceding Fall's Add-period.
- For Summer completion, the Application is due before the end of the preceding Spring's Add-period.
- For Fall completion the Application is due before the end of the preceding Summer's Add-period.

Application forms are available from the academic advisor and the Registrar's Office, and are available on the Web site at http://www.queens.edu/registrar.

Commencement Exercises

Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms, and in the current spring term. The degree awarded is posted on the student's transcript at the end of the term in which all requirements have been completed. The diploma is awarded in May.

Admission of Undergraduates to Graduate Study

Seniors at the University with a cumulative grade point average of 3.5 or better may request permission to enroll in a graduate course at Queens. All graduate courses may not be open to undergraduates. A senior wishing to take a graduate course must obtain written approval from his or her advisor and then meet with the graduate program advisor for approval by the program.

Written approval by the school offering the course is required prior to registration. A full-time student should take no more than 18 credit hours in any semester which includes a graduate course. A part-time student should take no more than 6 credit hours in any semester which includes a graduate course.

Graduate credit hours earned by an undergraduate in this case may be counted toward the minimum credit hours required for the baccalaureate degree, and a maximum of 6 graduate credit hours may be counted toward the residency requirement.

The student who is subsequently admitted to a graduate program may request that these credit hours be included as part of the graduate program. See the specific graduate program for more information.

A students who wishes to complete the graduate degree must apply to the program after receiving a bachelors degree, and be fully accepted, in order to continue taking graduate classes.

See also the RN-to-MSN program, which differs from these general policies.

The College of Arts & Sciences:
The Master of Fine Arts Program in Creative Writing

The Low-Residency Master of Fine Arts Program in Creative Writing is housed in the English Department of the College of Arts & Sciences.

The Master of Fine Arts degree is the terminal degree for students of creative writing. Though the MFA degree provides students with the necessary academic credentials for careers teaching creative writing at the college level, it should not be regarded solely as a pre-professional degree. Generally, students choose to pursue an MFA first and foremost in order to develop their skills as publishable writers. They are drawn to such programs out of a commitment to their art, a desire for self-enrichment and the prestige of achieving the degree itself. MFA programs provide students with an opportunity for immersion in a community of writers as they hone their craft through a curriculum of writing workshops in their respective genres (generally fiction, poetry and creative non-fiction) and academic seminars on the form and theory of those genres. After completing all required classes, an MFA student will submit a creative thesis, a book-length manuscript that is the culmination of the work the student has done over his or her course of study.

The low-residency MFA program at Queens involves four semesters of coursework. Each semester begins with a seven-day on-campus residency, which includes daily workshops, seminars on the craft and profession of writing and readings. Following the completion of the residency, the students continue their work for the semester through distance learning, which is conducted in online workshops that are limited to no more than four students and a faculty mentor. In the online workshops, each student must complete four required submissions of new work that are circulated to the other students in the workshop and to the instructor; each student is also required to compose formal comments on the work submitted by his or her fellow students.

As a requirement for graduation, under the direction of a thesis advisor, the student will prepare and submit a collection of prose pieces, a collection of poetry, a screenplay or theatrical script or a novel or nonfiction book for evaluation by the thesis advisor and two other faculty in the candidate's field of writing. The student will offer a public reading excerpted from the thesis during a fifth graduating residency.

Under the direction of a craft advisor, the graduating student must also prepare and submit a proposal for a thirty-minute craft seminar, also to be offered during the graduating residency period. The proposal must include a 2 to 3 page précis of the objectives and procedures of the seminar, an attached bibliography and required reading list. The student will teach one craft seminar during the graduating residency.

For additional information visit http://www.queens.edu/graduate/programs/creative_writing.asp.

ADMISSION REQUIREMENTS

In order to be considered for admission to the MFA program in creative writing, an applicant must meet the following criteria:

1. Hold a bachelor's degree from an accredited college or university or have equivalent experience practicing creative writing as that experience is reflected in the quality of the prospective student's application portfolio.
2. Submit a completed graduate application form, including a nonrefundable application fee.
3. Submit official transcripts from the college or university from which their highest degree was awarded.
4. Submit two copies of a portfolio of creative writing, consisting of approximately 25 pages of fiction or creative nonfiction or 10 pages of poetry.
5. Submit two copies of a one-page, typed, single-spaced essay on the prospective student's reasons for applying to the MFA program and expectations for the program.
6. Provide one letter of academic or professional reference.

CURRICULUM AND INSTRUCTION

In order to complete the degree, students in the low-residency MFA program will be required to attend five on-campus residencies, complete four semesters of course work and complete a Master's Thesis comprised of a collection of works written and revised over the course of the program.

Residencies are seven days in length and mark the outset of each semester. Each student must participate in four such residencies and then return for a graduating residency, in which the student leads a craft seminar, submits a final thesis draft and offers a public reading. The specific components of the curriculum are described in more detail below.

MFA students may combine their fourth residency with a graduating residency, but it should be noted that this configuration is especially arduous and that all fees apply. Students must submit in writing to the Program Director and the On-Campus Director, within one week after the third residency, an email letter stating their preference and justification for this option in order to be considered for this combined fourth residency/graduating residency. An altered thesis submission schedule will be followed in such a configuration.

Residencies

Students will attend one writing workshop daily during the on-campus residency, led by a variety of instructors. Each workshop will typically offer students the opportunity to work closely with an established writer and to receive constructive feedback from a group of peers over the course of an intensive week dedicated to creative work.

Most workshops are revision-based and are designed to help students improve their existing work. Faculty will lead in-class discussions of student work and suggest suitable exercises and additional reading to help further advance the students' creative development. Students must make two submissions per residency for critical response by workshop and be on hand to respond critically to all other student work submitted in their workshop.

Students will attend craft or gateway seminars daily during the on-campus residency, offered by a variety of instructors. In addition, students must submit two brief response papers for a craft seminar and a gateway seminar of their choice at the residency. During each residency, all students in a particular graduating cycle will take one gateway seminar offered on alternate days throughout the course of the week. The topics of these gateway seminars, in order of the first through fourth residencies, will be as follows:

- Reading as a Writer
- Literary Reviewing
- Shaping a Book
- Teaching Creative Writing

On each of the other days of the residency, the students will attend single- day seminars on a variety of topics. Sample topics for these seminars might include the following:

- Thinking the Novel
- Prosody
- Postmodern American Fiction: Craft and Theory
- The Nonfiction Novel
- Memoir and Personal Essay: Distinctions and Commonalities
- Embracing the Difficult: Writing Beyond What Is Comfortable

Distance Learning Workshops In the interim periods between the on-campus residencies, students will be required to produce four submissions per semester, to be made via electronic mail, at stipulated dates to both the instructor and the other 2 to 3 students in the workshop. In poetry, the submissions should be 5 to 10 pages; in prose, the submissions should be 8 to 25 pages (double-spaced).

The other students in the workshop will also be required to compose formal responses, of 300 to 500 words in length, to all work submitted by the other students and to send those responses via electronic mail to all members of the distance learning group by a stipulated deadline.

Graduating Residency

Under the direction of a thesis advisor, the candidate for graduation will prepare and submit a collection of prose pieces, a collection of poetry or a novel or nonfiction book for evaluation by the thesis advisor and two other faculty in the candidate's field of writing. The candidate will offer a public reading excerpted from the thesis during the graduating residency.

In preparation for the craft seminar and under the direction of the craft seminar advisor, the candidate will prepare a 6-8 page critical paper exploring the topic of the seminar. After the completion of the paper and upon consultation with the craft seminar advisor, the candidate should send via email a description of the craft seminar, including all recommended reading for the seminar, to the MFA coordinator no later than 30 days prior to the graduating residency.

Under the direction of a craft advisor, the candidate must also prepare and submit a proposal for a thirty-minute craft seminar, to be offered during the graduating residency period. The proposal should include an outline of the presentation for the seminar, an attached bibliography and required reading list. The candidate will then teach this seminar during the graduating residency.

Completion of Requirements and Deferrals

Candidates are strongly encouraged to complete the requirements for graduation from the program in five consecutive residencies. If the candidate is unable to complete these requirements, a deferral or leave of absence may be granted and is subject to approval of both the Program Director and the On-Campus Director. All requests for deferral must be submitted no later than four weeks prior to that semester. While the first such deferral is gratis, any addition deferrals are subject to a deferral fee of $250 per semester deferred. Credit hours expire after four years. The candidate's intent to complete a graduating residency must be declared within 16 weeks of the graduating residency date. In addition, candidates may combine their fourth residency with a graduating residency, but it should be noted that this configuration is especially arduous and that all fees apply. Candidates must submit in writing to the Program Director and the On-Campus Director, within one week after the third residency, an email letter stating their preference and justification for this option in order to be considered for this combined fourth residency/graduating residency. An altered thesis submission schedule will be followed in such a configuration.

Postgraduate Options

Because a writer's development is always ongoing and always subject to change, the program offers several options beyond the four semester and graduating residency scenario. First, any MFA candidate in good standing may prolong their study one full semester prior to embarking on preparation for the graduating residency. In this semester, the MFA candidate can choose which gateway and craft seminars to take and the candidate will respond to them as other candidates and will also participate accordingly in writing workshops. Second, any MFA degree recipient in good standing may enroll in a postgraduate semester in the same genre, or can apply for admission and be admitted to a postgraduate semester in another genre. In addition, any MFA degree recipient in good standing may apply for admission and be admitted to a postgraduate program of two or more semesters in another, in order to earn a postgraduate certificate of study. In two or more semesters, the candidate will be required to enroll at Queens and participate in all relevant gateway and craft seminars and writing workshops and then will embark on preparation for a graduating residency. Upon completion of the thesis in the new genre and the presentation of a craft seminar related to the genre, the MFA degree recipient will earn a postgraduate certificate of study in that genre. The fees for post-graduate work, both per-semester and for the graduating residency, will be the same as the fees for all MFA students.

GRADING

Because of the inherent difficulty and inevitable subjectivity involved in the evaluation of creative work, all work for the MFA program will be graded on a pass-fail basis.

Any student who does not satisfactorily complete the required number of submissions and formal critiques during a workshop or the required number of response papers during a seminar will receive a failing grade for that part of the program.

GRADUATION REQUIREMENTS

In order to successfully meet the requirements for graduation, students must complete 48 hours of course work. These requirements are broken down as follows:

1. Four workshops in the student's chosen literary genre, worth three credit hours each, with one taken each semester.
2. Four gateway seminars, worth three credit hours each, with one taken during the on-campus residency at the onset of each semester.
3. Twelve craft seminars, worth one credit hour each, with three taken during the on-campus residency at the onset of each semester.
4. Six hours of thesis hours, earned during the third and fourth semesters of the program and awarded upon the completion of the thesis.
5. Six hours of craft seminar preparation, earned during the third and fourth semesters of the program and awarded upon the completion of all degree requirements.

These course requirements are supplemented by the following other graduation requirements:

1. The successful completion of a Master's thesis comprised of work written and revised over the course of the program.
2. A public reading of work from the thesis.
3. Developing and then successfully teaching a craft seminar for other students in the program.

2008-2009 MFA FACULTY

Because the MFA program is a low-residency program, distinguished authors from all over the country are able to serve as faculty in the program. While most are not full-time Queens faculty members, all are committed to the goals of the MFA program and to the mission of the University. Some of their individual achievements are listed below.

Fred Leebron, program director, is the author of the novels *Six Figures*, *In the Middle of All This* and *Out West*. He has received a Pushcart Prize, a Michener Award, a Stegner Fellowship and an O. Henry Award. He is co-editor of Postmodern American Fiction: A Norton Anthology and co-author of *Creating Fiction: A Writer's Companion*.

Jane Alison is the author of the novels *Natives* and *Exotics* (Harcourt 2005); *The Marriage of the Sea* (FSG 2003), which was a *New York Times* Notable Book; and *The Love-Artist* (FSG 2001), which has been translated into seven languages. Her short fiction and critical writings have appeared in *Five Points*, *Seed* and *The Germanic Review*, among others.

Khris Baxter has optioned five screenplays to major Hollywood studios over the past 12 years, including *Voyage*, produced by USA Pictures. His latest screenplay, *Outrider*, begins production soon (produced by and starring, Robert Redford).

Geoffrey Becker is the author of *Dangerous Men*, a collection of short stories which won the Drue Heinz Literature Prize and *Bluestown*, a novel. A past winner of an NEA fellowship, the Nelson Algren Award and the GLCA prize for best first book of fiction, his stories have appeared in many literary magazines and been reprinted in anthologies including *The Best American Short Stories*.

Pinckney Benedict has published two collections of short fiction *Town Smokes* and *The Wrecking Yard* and a novel *Dogs of God*). His stories have appeared in, among other magazines and anthologies, *Esquire*, *Zoetrope All-Story*, the *O. Henry Award* series, the *New Stories from the South* series, *Ontario Review*, the *Pushcart Prize* series and *The Oxford Book of American Short Stories*.

Cathy Smith Bowers is the author of three collections of poetry: *The Love That Ended Yesterday in Texas*, (Texas Tech University Press, 1992); *Traveling in Time of Danger*, (Iris Press, 1999); and *A Book of Minutes*, (Iris Press, 2004). Her poems have appeared widely in publications such as *The Atlantic Monthly, The Georgia Review*, *Poetry*, *The Southern Review* and *The Kenyon Review*.

Morri Creech is the author of two collections of poetry *Paper Cathedrals* and *Field Knowledge*. His work has appeared in many publications, including *Poetry*, *The New Republic*, *The New Criterion*, *The Yale Review*, *The Hudson Review* and *The Sewanee Review*. *Field Knowledge* was awarded the first annual Anthony Hecht Prize and was nominated for The Los Angeles Times Book Award. He has been a recipient of a National Endowment for the Arts Poetry Fellowship and a Ruth Lilly Fellowship for Young Poets awarded by Poetry magazine. He teaches full-time at Queens University of Charlotte.

Ann Cummins is the author of the story collection *Red Ant House* and novel, *Yellowcake*. Her stories have appeared in *The New Yorker, McSweeney's*, *Antioch Review* and elsewhere.

Jonathan Dee is the author of the novels *Palladio*, *St. Famous, The Liberty Campaign* and *The Lover of History*. He is a staff writer for *The New York Times Magazine*, a frequent literary critic for *Harper's* and a former Senior Editor of *The Paris Review*.

Elizabeth Evans is the author of five books of fiction. Her short story collections are *Suicide's Girlfriend* (Harper Collins) and *Locomotion* (New Rivers Press). Her novels are *The Blue Hour* (Algonquin), *Rowing in Eden* (HarperCollins) and *Carter Clay* (HarperCollins), which was selected by *The Los Angeles Times* for "The Best Books of 1999."

Steve Gehrke has published three books of poetry, most recently *Michelangelo's Seizure*, which was selected for the National Poetry Series and published by the University of Illinois Press. His other books are *The Pyramids of Malpighi* (Anhinga 2004), selected for the Philip Levine Prize for Poetry and *The Resurrection Machine* (BkMk 2000), winner of the John Ciardi Prize.

Bob Hicok's fifth book of poems, *This Clumsy Living*, was published by Pitt in 2007. He is the author of *Insomnia Diary* (Pitt, 2004), *Animal Soul* (Invisible Cities Press, 2001), which was a finalist for the National Book Critics Circle Award, *Plus Shipping* (BOA Editions, 1998) and *The Legend of Light* (University of Wisconsin Press, 1995), which won the 1995 Felix Pollak Prize in Poetry and was named a 1997 ALA Booklist Notable Book of the Year. A recipient of two Pushcart Prizes and an NEA Fellowship, his poetry has been published in *The New Yorker*, *APR*, *Poetry* and *The Paris Review*, as well as three volumes of *Best American Poetry*.

Cathy Park Hong's second book, *Dance Dance Revolution*, was chosen for the Barnard New Women Poets Prize and was published by *W.W. Norton* in 2007. She is the recipient of a Fulbright Fellowship, a National Endowment for the Arts Fellowship and a New York Foundation for the Arts Fellowship. Her work has appeared in *Volt*, *Denver Quarterly*, *American Letters* and *Commentary*, *Chain*, *Field* and she has also received a Pushcart Prize.

Daniel Jones is a contributing editor at *The New York Times*, where he edits the weekly "Modern Love" column in Sunday Styles. He's also the editor of *The Bastard on the Couch: 27 Men Try Really Hard to Explain Their Feelings About Love*, *Loss*, *Fatherhood* and *Freedom* and the author of the novel *After Lucy*, which was a finalist for the Barnes & Noble Discover Award.

Sally Keith's first book, *Design* (University Press of Colorado, 2001), won the 2000 Colorado Prize, judged by Allen Grossman. Her second manuscript *Dwelling Song* was chosen by Bin Ramke and Fanny Howe for the University of Georgia's Contemporary Poetry Series.

Natalie Kusz is the author of the memoir *Road Song* and has published essays in *Harper's*, *Threepenny Review*, *McCall's*, *Real Simple* and other periodicals. Her work has earned, among other honors, a Whiting Writer's Award, a Pushcart Prize and fellowships from the NEA, the Bush Foundation and the Bunting Institute of Radcliffe College.

Suzannah Lessard is the author of *The Architect of Desire: Beauty and Danger in the Stanford White Family* for which she won the Whiting Award. She is currently working on a book about the American landscape for which the working title is *Mapping the New World: An Inquiry into the Meaning of Place in the Twenty-first Century*.

Andrew Levy is Edna Cooper Chair in English at Butler University in Indianapolis. He is author of *The Culture and Commerce of the American Short Story*, co-author of *Creating Fiction: A Writer's Companion* and co-editor of *Postmodern American Fiction: A Norton Anthology*. His most recent book, *The First Emancipator* (Random House), was cited as a "Best of 2005" by the *Chicago Tribune*, *Amazon* and *Booklist* and received the Slatten Award from the Virginia Historical Society. His essays and reviews have appeared in *Harper's*, *The American Scholar*, *Dissent*, *Best American Essays*, *Philadelphia Inquirer* and elsewhere.

Sebastian Matthews is the author of a collection of poems, *We Generous* (Red Hen Press) and a memoir, *In My Father's Footsteps* (Norton). He co-edited, with Stanley Plumly, *Search Party: Collected Poems of William Matthews*, a recent finalist for the Pulitzer Prize. His poetry and prose has appeared in *Atlantic Monthly*, *Brilliant Corners*, *Georgia Review*, *New England Review*, *Poetry Daily*, *Poets & Writers*, *Seneca Review*, *Tin House and Virginia Quarterly Review*, among others.

Rebecca McClanahan has also published five volumes of poetry, a collection of nonfiction *The Riddle Song and Other Rememberings* and three books about the writing craft, including *Word Painting: A Guide to Writing More Descriptively*. Her work has appeared in *The Best American Essays*, *The Best American Poetry*, *Georgia Review*, *Gettysburg Review*, *Boulevard* and numerous anthologies.

James McKean is the author of two books of poems, *Headlong* from the University of Utah Press and Tree of Heaven from the University of Iowa Press; and a collection of essays, *Home Stand: Growing Up in Sports* from Michigan State University Press. His publications include poems and essays in magazines such as *The Atlantic*, *Poetry*, *The Southern Review*, *The Georgia Review*, *The Gettysburg Review*, *The Iowa Review* and *Gray's Sporting Journal*.

Nadine Meyer's first book of poems, *The Anatomy Theater*, was selected for the National Poetry Series by John Koethe and published by HarperCollins in 2006. Her poems have appeared in many literary magazines and have received a Pushcart Prize and The New Letters Poetry Prize.

Daniel Mueller's collection of stories, *How Animals Mate*, won the Sewanee Fiction Prize in 1999 and was reissued in paperback in 2000. His fiction has appeared in numerous magazines, journals and anthologies, including *Playboy*, *Story*, *Story Quarterly*, *Mississippi Review*, *Crescent Review*, *Another Chicago Magazine*, *Orchid* and *Henfield Prize Stories* and *Prairie Schooner*.

Brighde Mullins is the author of twelve plays that have been produced in London, New York and San Francisco. Her plays include: *Water Stories from the Mojave Desert*; *Monkey in the Middle*, *Topographical Eden*, *Fire Eater*, *Pathological Venus, Meatless Friday*, *Baby Hades* and *Teach*. They have been produced at the Actors Centre in London; in New York at Ensemble Studio Theatre, Daedalus, LaMaMa, Mabou Mines, the Ensemble Studio Theatre, Lincoln Center Director's Lab, The Public's New Works Now, New York Stage and Film, The Women's Project and NYU. Her publications include *Topographical Eden* (in "International Theatre Forum"); Click in the Humana Anthology from TCG Press; a chapbook of poems *Water Stories* (forthcoming from Slapering Hol Press); and many anthologies, including *Lucky Thirteen* and *The Best American Poetry*.

Naeem Murr is the author of three novels, *The Boy*, *The Genius of the Sea* and *The Perfect Man*. A recipient of numerous awards and scholarships for his writing, he has published a number of prize-winning stories, novellas and non-fiction pieces in literary journals.

Jenny Offill is the author of the novel *Last Things*, which was chosen as a notable or best book of the year by *The New York Times*, *The Village Voice*, *The L.A. Times* and *The Guardian* (U.K). It was also a finalist for the 1999 L.A. Times First Book Award.

Alan Michael Parker is the author of four poetry collections including *Jelly Jar Ode & Other Poems*, forthcoming from BOA Editions, Ltd., a novel, *Cry Uncle*, as well as editor of the recently published anthology, *The Imaginary Poets*. His work has appeared in many journals including *The American Poetry Review*, *The New Republic*, *The New Yorker*, *Paris Review* and *The Yale Review*.

David Payne is the author of five novels, *Confessions of a Taoist on Wall Street*, *Early from the Dance* (Doubleday, 1989), *Ruin Creek*, (Doubleday, 1993) *Gravesend Light* (Doubleday, 2000) and *Back to Wando Passo* (Wm Morrow, 2006).

Susan Perabo is the author of a collection of stories, *Who I Was Supposed to Be* and a novel, *The Broken Places*. Stories from the collection have appeared in such places as *Story*, *Glimmer Train*, *TriQuarterly*, *The Black Warrior Review* and the anthologies *Best American Short Stories* and *New Stories from the South*.

Jon Pineda is the author of *Birthmark* (Southern Illinois University Press, 2004), winner of the 2003 Crab Orchard Award Series in Poetry and the recent winner of the 2007 Green Rose Prize from *New Issues Poetry & Prose* (Western Michigan University) for his second manuscript *The Translator's Diary* (due out in March 2008). His work has appeared in numerous literary journals, including the *Crab Orchard Review*, *Poetry Northwest*, *Prairie Schooner*, among others.

Robert Polito is the author of *Doubles* (poetry), *A Reader's Guide to James Merrill's Changing Light at Sandover* and *Savage Art: A Biography of Jim Thompson*, which received the National Book Critics Circle Award in Biography/Autobiography. He edited the Library of America volumes *Crime Novels: Noir of the 1930s & 1940s* and *Crime Novels: American Noir of the 1950s*. His poems and essays have appeared in *The New Yorker*, the *Voice Literary Supplement*, *Verse*, *Threepenny Review*, *Yale Review, Bookforum, Ploughshares, The New York Times Book Review, Bomb, Fence, Open City, Boston Phoenix, Best American Poetry* and other journals and anthologies.

Patricia Powell is the author of *Me Dying Trial*, *A Small Gathering of Bones*, *The Pagoda* and a forthcoming novel, *Revelation*.

Kym Ragusa is the author of *The Skin Between Us: A Memoir of Race, Beauty and Belonging*, published by W.W. Norton and Company in 2006. Her essays have appeared in the anthologies *Are Italians White: The Making of Race in America and The Milk of Almonds* and the journals *Leggendaria* and *TutteStorie*.

Claudia Rankine is the author of four collections of poetry, *Don't Let Me Be Lonely* (Greywolf Press, 2004), *Plot* (Grove/Atlantic, 2001), *The End Of The Alphabet* (Grove/Atlantic, 1998) and *Nothing in Nature Is Private* (Cleveland State University Poetry Press, 1995). She is co-editor, with Julia Spahr, of *American Women Poets in the 21st Century: Where Lyric Meets Language* and her work has been published in numerous journals and is included in several anthologies.

Kathryn Rhett is the author of *Near Breathing*, a memoir and editor of *Survival Stories: Memoirs of Crisis*. Her essays have been published in *Crab Orchard Review*, *Creative Nonfiction*, *Harvard Review*, *Massachusetts Review*, *Michigan Quarterly Review*, *The New York Times Sunday Magazine* and elsewhere. She has also published poetry in journals such as *Bellingham Review*, *Grand Street*, *The Ohio Review*, *Ploughshares* and reviews in Chicago Tribune Books.

Steven Rinehart is the author of the 2003 novel *Built in a Day* and the 1999 short story collection *Kick in the Head*, both published by Doubleday/Anchor. His short stories have appeared in *Harper's*, *GQ*, *Story*, *Ploughshares* and elsewhere.

Elissa Schappell is the author of *Use Me*, which was a finalist for the PEN/Hemingway award, a New York Times Notable Book and a Los Angeles Times best book of the year. She is a founding editor of *Tin House Magazine*, a contributing editor at *Vanity Fair*, a frequent reviewer for the *New York Times Book Review* and formerly senior editor of *The Paris Review*. She is also co-editor with Jenny Offill of two anthologies, *The Friend Who Got Away* and *Money Changes Everything*. Her short fiction, essays and non-fiction have appeared in places such as *The Paris Review*, *SPIN*, *GQ*, *The Bitch in the House*, *The Mrs. Dalloway Reader*, *The KGB Bar Reader* and *Cooking and Stealing*.

Peter Stitt has been the editor of the *Gettysburg Review* since its founding in 1988 and is the author of two books about poetry, *The World's Hieroglyphic Beauty* and *Uncertainty and Plenitude*. Previously he was editor of *The Carolina Quarterly* and an associate editor of *The Minnesota Review*. He has also published in the *Georgia Review*, *Harper's*, *The New York Times Book Review*, the *Paris Review* and many other periodicals.

Elizabeth Strout is the author of the *New York Times* best-selling *Amy and Isabelle* and the critically acclaimed novel *Abide With Me*. A book of connected short stories will be published in 2008 by Random House called *The Olive Stories*. Her short stories have appeared in a number of magazines, including *The New Yorker*. Her non-fiction as well has been published in a number of magazines and also in *The New York Times*.

Elizabeth Stuckey-French is the author of a novel, *Mermaids on the Moon* and a collection of short stories, *The First Paper Girl in Red Oak*, Iowa. Her stories have appeared in *The Atlantic Monthly*, *Gettysburg Reviews*, *Southern Review*, *Five Points* and *The O'Henry Prize Stories 2005*. She is the co-author (with Janet Burroway) of *Writing Fiction*, the bestselling creative writing textbook now in its seventh edition.

Abigail Thomas is the author of two story collections: *Getting Over Tom and Herb's Pajamas*; a novel, *An Actual Life*; a memoir, *Safekeeping*: Some true Stories from a Life; and three books for children. Her essays have appeared in many magazines including *Doubletake*, *The Washington Post*, *Tin House* and *Self*.

Ashley Warlick is the author of three novels, *The Distance From The Heart of Things* (1996), *The Summer After June* (2000) and *Seek the Living* (2005),

Emily White is the author of *Fast Girls* and a biography of white collar criminal Dana Giacchetto, *You Will Make Money In Your Sleep*. Her work has appeared in various magazines including *The New York Times Magazine*, *The New York Times Book Review*, *Spin*, *Newsday* and *Nest*.

The McColl School of Business

The McColl School of Business educates students to become successful business and professional leaders who are competent, understand the importance of character and are committed to their communities.

We seek to prepare individuals for careers by providing high quality, innovative undergraduate and graduate business education which provides students the opportunity to develop business and management abilities.

We offer a comprehensive set of educational programs and enrichment opportunities which serve as important educational resources for the Charlotte region and beyond. Our vision is to build a brand that identifies the McColl School name with "leadership." We believe that organizations need leaders with integrity at all levels and that leadership can be learned. We also believe that beyond mastering basic business skills, students need to understand their own values and draw on their knowledge and values to influence people within their organizations and communities. We focus on leadership when recruiting faculty, developing curricular content and structure, connecting with our business community and conveying to our students the concepts of leadership in association with competence, character, and community.

The McColl School offers two programs leading to the Master of Business Administration (MBA) degree, and one program leading to the Master of Science (MS) degree in Organization Development.

Master of Business Administration Programs

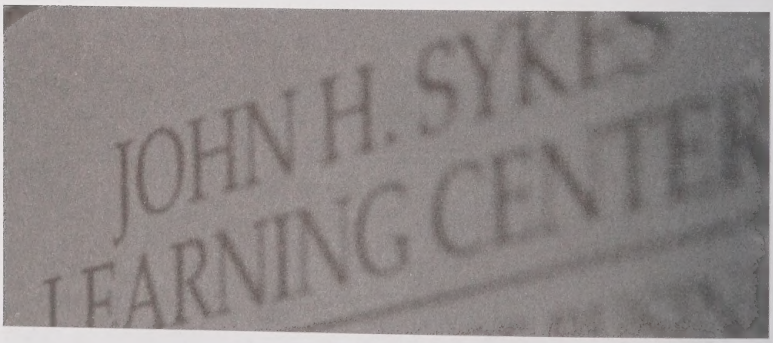
The McColl School of Business offers two distinct programs leading to the Master of Business Administration (MBA) degree.

The Professional MBA program allows substantial flexibility in scheduling classes most of which are offered on weekday evenings. Depending on the number of credit hours completed each term, the PMBA program can be completed in two to three years.

The Executive MBA program meets on alternating Fridays and Saturdays for twenty months. It is an intensive, integrated program in general management designed for people with substantial experience in managing people, assets or data.

The McColl School of Business offices are located in the Sykes Learning Center on the Queens campus. Applications and further information for either program can be obtained at www.mccollschool.edu or by calling 704 337-2525.

To contact the school by mail, write to The McColl School Graduate Admissions, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.



Professional Master of Business Administration Program

The Professional MBA program prepares students to be skilled managers. The curriculum stresses the interaction of the functional areas of business within the broader social and international context and emphasizes high standards of ethical and social responsibility. The curriculum is developed, taught and regularly updated by a faculty with strong academic and business experience. The faculty stress the need to develop communication and writing skills, international and cultural awareness and a comprehensive managerial perspective. The curriculum includes specifically required courses to ensure exposure to essential techniques, experiences and information for today's manager. The program includes a common core of required competencies in the functional areas of business. Its curriculum underscores the complexity and diversity of managerial decisions in national and international economies. Instruction is presented through various methods including extensive use of case studies.

Admission to the Professional MBA Program

In order to be considered for admission as a degree candidate to the PMBA program, an applicant must hold a baccalaureate degree from an accredited institution and have a strong undergraduate academic record.

Applicants must submit:

- a completed graduate application form, including all essays
- a resume
- a satisfactory scores on the Graduate Management Admissions Test (GMAT) taken within the last five years.
- an official transcript(s) of all previous academic work beyond high school. It is the applicant's responsibility to have all transcripts sent directly from each institution attended to the McColl Graduate Admissions Office at Queens University of Charlotte.

Applicants must also provide:

- two letters of reference.
- a non-refundable $75 application fee.

International students

International students must also complete the admissions requirements found on page 24.

STUDENT STATUS

Full Degree status

Full degree status is assigned to students who are pursuing a degree and who have met all admissions requirements, including a satisfactory undergraduate grade point average and an acceptable GMAT score.

Non-degree graduate status

Non-degree graduate status is assigned to students not pursuing a degree. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures as other graduate applicants and must have an undergraduate overall grade point average of 3.000 and any necessary prerequisites completed. Non-degree graduate students generally may not take more than six credit hours. After completion of six credit hours, the student should apply for graduate degree status. Courses taken in non-degree status can be applied to the degree program.

Transient status

Transient status is assigned to a student who wishes to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. A transient student must complete an application form, submit a copy of the GMAT score and a letter of good standing from the home institution including permission to take a specific course or courses and evidence of completion of any prerequisites needed.

Post-baccalaureate status

Post-baccalaureate status is accorded for up to two terms only to those students who wish to take foundation courses for the PMBA program, but who have not yet submitted an acceptable GMAT score. A post-baccalaureate student is subject to the following policies:

- A post-baccalaureate student must complete the same admissions procedures as other graduate applicants and must meet the standards for general admission into the PMBA program except for submission of the GMAT score.
- Post-baccalaureate students may register for foundation courses or undergraduate courses for which they have the prerequisites. They may register for a course at the 600 level only by exception and with the specific permission of the PMBA advisor.
- Post-baccalaureate students are subject to the academic regulations and standards required of degree students.
- The post-baccalaureate classification is a non-degree status which carries with it no implication that a student will be admitted to the PMBA degree program.

Admission on Academic Probation

When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on academic probation. A student admitted on academic probation must meet the terms of probation set by his/her admission letter in order to be allowed to continue in the program.

Admission of Undergraduates to the PMBA Program

Seniors at Queens with a cumulative grade point average of 3.5 or better may enroll in a PMBA course in the McColl School subject to approval, prior to registration, by the PMBA Student Advisor. A senior wishing to take a PMBA course should obtain written approval from his/her advisor and then meet with the PMBA Student Advisor for final approval and registration. The student's total credit hours for the term (including the graduate course) should not exceed 15 hours and the cumulative graduate credit earned by seniors shall not exceed six hours. These credit hours may be counted toward the hours required for the baccalaureate degree and the residency requirement. These courses could apply to the degree requirements for the MBA if the student were subsequently admitted to a PMBA program at Queens. This policy is applicable to all undergraduate seniors. Students who plan to complete the PMBA program must apply and be fully accepted to the program to continue taking courses after receiving the Baccalaureate degree. Full admission includes submission of an acceptable GMAT score.

DEGREE REQUIREMENTS

Degree requirements for the Professional MBA program include completion of 15 credit hours in foundation courses, 30 credit hours in core courses and 9 credit hours of electives.

The foundation courses are designed to provide preparation in, and an understanding of economics, accounting, finance, statistics, marketing and management. In addition, the necessity for computer knowledge will vary with each course within the program. There is an expectation that all PMBA students are comfortable with current applicable computer technology. The contents of the core courses are based on the assumption that students have completed or waived the foundation courses and have some computer literacy.

FOUNDATION COURSES

Some foundation courses may be waived, or substitutions approved, based upon an evaluation of transcripts or professional work experience. Decision on waiver of foundation courses normally will be made at the time of admission. Ordinarily, foundation courses must be completed or waived before enrollment in core courses.

BUSN 502 Financial Accounting - 3 Hrs.
BUSN 506 Foundations of Marketing - 2 Hrs.
BUSN 507 Foundations of Management - 2 Hrs.
BUSN 508 Foundations of Decision Making - 2 Hrs.
BUSN 516 Foundations of Economics - 3 Hrs.
BUSN 522 Foundations of Finance - 3 Hrs.
(Prereq: BUSN 502, 508 & 516)
Total Foundation Courses – 15 credit hours

CORE COURSES

BUSN 600 Leadership Development - 3 Hrs.
(Prereq: All Foundation Courses)
BUSN 605 Law and Ethics - 3 Hrs.
BUSN 608 International Business - 3 Hrs.
(Prereq: BUSN 516)
BUSN 610 Management of Organizations - 3 Hrs.
(Prereq: BUSN 507)
BUSN 615 Economic Policy - 3 Hrs.
(Prereq: BUSN 516)
BUSN 620 Managerial Accounting - 3 Hrs.
(Prereq: BUSN 502)
BUSN 622 Financial Management - 3 Hrs.
(Prereq: BUSN 522)
BUSN 630 Marketing Management - 3 Hrs.
(Prereq: BUSN 506 & 620)
BUSN 635 Decision Science - 3 Hrs.
(Prereq: BUSN 508)
BUSN 650 Strategic Management - 3 Hrs.
(Prereq: All other Core Courses)
Total Core Courses – 30 Hrs.

ELECTIVES – 9 Hrs.

Students may choose to develop a Concentration in the PMBA program through selection of electives. Concentrations in the specific areas of Marketing and Finance are available. A concentration is not required. Students may choose to take (a) any three electives, (b) three electives in Marketing or (c) three electives in Finance.

Finance Concentration – 9 Hrs.

BUSN 658 Investment Analysis (Prereq: BUSN 622)
BUSN 668 International Finance (Prereq: BUSN 608 & 622)
BUSN 671 Seminar in Financial Management (Prereq: BUSN 622)

Marketing Concentration – 9 Hrs.

BUSN 655 Consumer Behavior (Prereq: BUSN 506)
BUSN 657 Market Research (Prereq: BUSN 506)
BUSN 659 International Marketing (Prereq: BUSN 506)

General Electives – 9 credit hours
BUSN 652 Technology Management
BUSN 653 Entrepreneurship (Prereq: BUSN 620 and 630)
BUSN 656 Operations Management (Prereq: BUSN 635)
BUSN 662 Capitalism and Its Origins
BUSN 664 Legal Environments of Business (Prereq: BUSN 605)
BUSN 665 International Experience
BUSN 670 Topics in Business (Prerequisites vary by topic)
Program Total – 54 Hrs.

COURSE SEQUENCE FOR THE PMBA PROGRAM

A student generally must complete the foundation courses before taking the core courses. However, if because of scheduling difficulties, no foundation courses are available, students who have been fully admitted to degree status may take a core course for which they have completed the prerequisite(s) and then complete any foundation courses in the next term in which the courses are scheduled.

BUSN 650 Strategic Management must be taken after all foundation and all other core courses are completed. It may be scheduled with an elective, but it may not be taken with any other required course.

Students ordinarily should not take an elective until they have completed all of the foundation courses and half of the core courses. Refer to the course descriptions at the end of this section for further information on content and prerequisites.

ACADEMIC POLICIES of the Professional MBA Program

The section GRADUATE ACADEMIC POLICIES applies to all graduates students except for those enrolled in the Executive MBA and the Master of Fine Arts programs.

The following supplements those policies for students in the PMBA program.

Pass / No Record

The Foundation courses are offered only on a Pass/No Record basis. A Pass is equivalent to a B or better. Course work evaluated below B is considered "No Record" and there is no notation on the transcript that the course was taken. The grading and the credit hours for foundation courses are not included in the grade point average for the MBA degree. Unless specified, a graduate course may not be taken on a Pass/No Record basis.

Pass/Fail

Some graduate classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Academic Grievances

If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor is not reached, the student should ask to meet with the Director of the PMBA program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

Satisfactory Academic Progress
Students must show progress toward completion of degree requirements. After receiving a grade of No Record in a foundation course (and provided the student is otherwise in good standing), a student may retake/repeat the course only once. If the PMBA student does not pass the foundation course the second time, he/she will be ineligible to continue in the program.

Graduation Requirements
McColl students receive a degree only after meeting all of the program requirements. A grade point average of 3.00 or better is required. At the discretion of the MSB SQC, a student may be allowed to take additional course work to increase his/her grade point average. However, in no case will more than six extra hours (two courses) be allowed for the purpose of increasing the student's grade point average to the required level. The MSB SQC will determine the course work that is to be taken. No course with an assigned grade below C may apply toward degree requirements.

Executive Master of Business Administration Program

The Executive MBA at the McColl School of Business is a twenty-month learning experience rich in opportunities for personal and professional growth. Program participants are experienced managers who refine and extend their skills and aptitudes to enhance their continued career development.

The McColl School of Business offices are located in the Sykes Learning Center on the Queens campus. Applications and further information can be obtained at www.mccollschool.edu or by calling 704 337-2525.

To contact the school by mail, write to McColl School Graduate Admissions, McColl School of Business, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte NC 28274.

ADMISSION
The Admissions Committee seeks highly motivated applicants who have demonstrated success in management and who have the potential for significant additional responsibility.

The Executive MBA program begins in September each year. Applicants may download the application materials at www.mccoll.queens.edu/EMBA/admissions.htm or request a hard copy be sent by the admissions office. Call 704 337-2248 to request the materials.

In order to be considered for admission, an applicant must provide:

1. a completed application form
2. a non-refundable application fee ($75)
3. a satisfactory score on the GMAT or GMAT waiver request (EMBA only)
4. two letters of recommendation
5. official transcripts
6. a personal statement
7. a resume

A personal interview with a Faculty Admissions Panel is required.

International students
International students must also complete the admissions requirements found on page 24.

Applications are reviewed on a rolling admissions basis. Applications are accepted and reviewed year-round and admission can be granted until the week prior to the first day of class.

Student Status
All EMBA students are admitted with full degree status.

DEGREE REQUIREMENTS
The Executive MBA program is comprised of four academic terms of classroom and experiential learning and one summer with a consulting project and an international experience. The Executive MBA academic terms are highly integrated, emphasizing the interconnectedness of business processes and management concepts.
EMBA 610 The Big Picture - 12 Hrs.
EMBA 620 Anatomy of the Enterprise - 12 Hrs.
EMBA 630 Control and Development - 12 Hrs.
EMBA 640 Managing Strategically - 12 Hrs.
EMBA 671 International Experience - 3 Hrs.
EMBA 672 Nonprofit Consulting Project - 3 Hrs.
Program Total – 54 Hrs.

Academic Policies for the Executive MBA Program

Registration
The Executive MBA office processes the registration for participants each term.

Evaluation System
Segments within each term are graded on a Pass/Fail basis, and one grade, Pass or Fail, is posted for each term on the transcript.

In addition, the McColl Executive MBA faculty, at the conclusion of each term, provides written evaluative feedback on a participant's performance. Participants also receive substantial additional performance feedback from faculty and classmates. The written faculty commentary regarding performance is the primary vehicle used to judge overall participant performance.

Incomplete Status
A faculty member may assign a status Incomplete (I) for a compelling reason. An I status automatically becomes a grade of F if the participant fails to satisfactorily make up incomplete work within one term.

Withdrawal from the Program
A participant who wishes to withdraw from the program should notify the Executive MBA office in writing. Upon withdrawal from the program, the status for the term in progress will be recorded as W (withdrawal). At the discretion of the McColl Student Qualifications Committee, a participant who withdraws may be permitted to return to the program within one calendar year.

Administrative Withdrawal
If a participant fails to return for the next term, the participant will be administratively withdrawn from the program. Also, a participant who simply stops attending classes (i.e. four weeks consecutively or four consecutive classes from an individual discipline) will be administratively withdrawn from the program. Any administratively withdrawn participant must contact the Executive MBA office to be considered for readmission. Queens University of Charlotte reserves the right to require at any time the withdrawal of a participant whose conduct or academic work is not considered satisfactory.

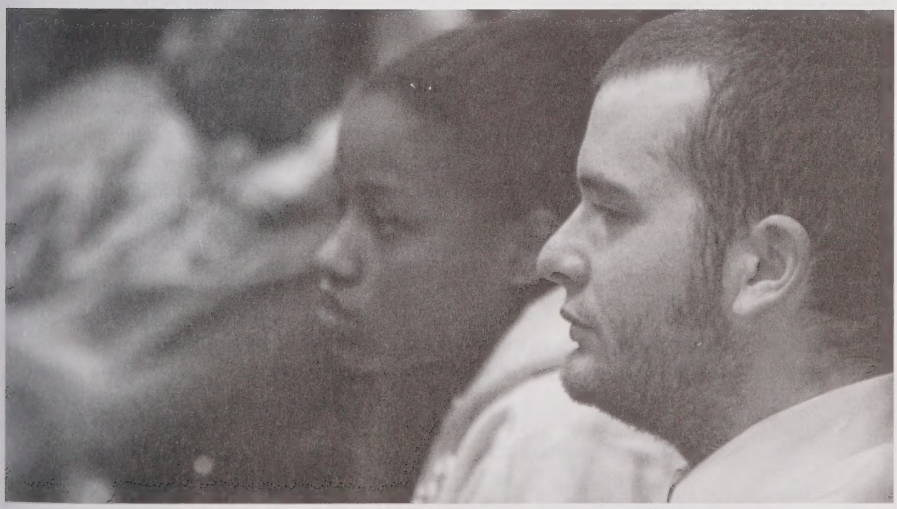
Probation
The McColl School faculty determines the academic standards, which are administered by the McColl Student Qualifications Committee. This committee reviews each case of academic difficulty to determine the appropriate action and academic status for the participant. Continuation in the McColl Executive MBA program is based on the qualitative recommendation of the program faculty based on the participant's individual performance as outlined under "Evaluation System." Should the program faculty evaluate a participant's performance as unacceptable; the faculty will refer the evaluation to the McColl Student Qualifications Committee with a recommendation that the participant be placed on academic probation. The entire program faculty will review a participant on academic probation by the end of the subsequent term. The McColl Student Qualifications Committee, on the recommendation of the program faculty, approves removal from probation. Participants who do not receive a recommendation from the program faculty for removal from probation will be subject to dismissal from the program.

Transfer of Courses
No courses are considered for transfer credit. Should a participant withdraw from the program and wish to attempt to transfer his or her completed course progress to another institution, a credit-hour description of the participant's completed course work can be made available through the Executive MBA office.

Time Limit
The EMBA is normally completed in twenty months. If a student cannot complete the program in twenty months he/she may apply for an extension. In all cases completion must be in six years.

Graduation Requirements
Participants may graduate from the Executive MBA Program only after completing the entire twenty month sequence of courses including the summer term and all special project assignments.

Variations in Degree Requirements
Any change in degree requirements must be approved by the McColl Student Qualifications Committee.



Master of Science in Organization Development

The Master of Science in Organization Development program (MSOD) is intended for working professionals who are interested in designing and leading organizational change. Grounded in the behavioral and management sciences, the MSOD program provides students with an understanding of the dynamics of organizational culture change in organizational systems.

Admission to the MS in Organization Development Program

In order to be considered for admission as a degree candidate to the MSOD program, an applicant must hold a baccalaureate degree from an accredited institution and have five years of professional work experience.

Applicants must submit:

- a completed graduate application form, including all essays.
- a resume
- satisfactory scores on the Graduate Record Exam (GRE) or the Graduate Management Admissions Test (GMAT) taken within the last five years.
- official transcript(s) of all previous academic work beyond high school. It is the applicant's responsibility to have all transcripts sent directly from each institution attended to the McColl Graduate Admissions Office at Queens University of Charlotte.

Applicants must also provide:

- two letters of reference.
- a non-refundable $75 application fee.

International Students

International students must also complete the admissions requirements found on page 24.

STUDENT STATUS

Graduate status Full Graduate status is assigned to students who are pursuing a degree and who have met all admissions requirements, including a satisfactory undergraduate grade point average and an acceptable GMAT or GRE score.

Admission on academic probation

When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on academic probation. Students admitted on cademic probation must meet the terms of probation set by their admission letter in order to be allowed to continue in the program.

Admissions eligibility

Acceptance to a graduate program will remain effective for one calendar year following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after the one-year period are required to reapply, and the subsequent admission decision will be based on the existing admission standards at the time of reapplication.

DEGREE REQUIREMENTS

Requirements for the MSOD include:

Core Courses - 27 Hrs.

BUSN 600 Leadership Development
ODEV 601 Applied Research Methods & Statistics – 3 Hrs.
ODEV 602 Behavioral Factors in Finance – 3 Hrs.
ODEV 625 Introduction to Organization Development – 3 Hrs.
ODEV 626 Advanced Topics in Organization Development – 3 Hrs.
(Prereq: ODEV 615)
ODEV 640 Introduction to Coaching Theories and Application – 3 Hrs.
ODEV 645 Advanced Topics in Coaching Theories and Application – 3 Hrs.
(Prereq: ODEV 640)
ODEV 675 Capstone Practicum in Organization Development – 6 Hrs.

Elective Courses (choose 3) - 9 Hrs.

BUSN 605 Law and Ethics
BUSN 608 International Business
BUSN 610 Management of Organizations
ODEV 632 Conflict Management
BUSN 655 Consumer Behavior
BUSN 656 Operations Management
ODEV 665 International Experience
ODEV 670 Topics in Organization Development
ODEV 680 Independent Study in Organization Development
Program Total - 36 Hrs.

COURSE SEQUENCE

ODEV 675 may be taken only after all other core courses are completed. It may be scheduled with an elective, but it may not be taken with any other core course.

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all graduate students, whether degree or non-degree, enrolled in the McColl School of Business except for those enrolled in the Executive MBA program.

Coaching Certificate Program

The coaching certificate is a graduate program designed for the individual who already holds a baccalaureate, masters or doctoral degree. The certificate is available to those seeking to develop knowledge, skills and abilities in coaching either as a non-degree program of study, or in conjunction with a masters degree at Queens.

Degree candidates in a masters program at Queens should contact the McColl Graduate Admissions Office for information about completing the Coaching Certificate.

Individuals who wish to complete only the Coaching Certificate should apply to the McColl School of Business as non-degree graduate students.

Non-Degree Graduate Admission

In order to be considered for admission as a non-degree student in the coaching certificate program, an applicant must hold a baccalaureate degree from an accredited institution and have five years of professional work experience.

An applicant must submit:

- a completed graduate application form, including all essays.
- a resume
- official transcript(s) of all previous academic work beyond high school.

Applicants must also provide:

- three letters of reference.
- a non-refundable $75 application fee.

Coaching Certificate Requirements

This is a 15 credit hour certificate program requiring 9 credit hours of specified courses and 6 credit hours of elective options.

The required courses focus on coaching theories and practice, the methods of coaching and the skills needed to coach individuals and/or groups.

The program was built upon the International Coach Federation (ICF) competency model and the Graduate School Alliance for Executive Coaching (GSAEC) standards.

Required Courses - 9 Hrs.

ODEV 640: Introduction to Coaching Theories and Application
ODEV 645: Advanced Coaching Theories and Practice
ODEV 650: Coaching Practicum

Electives - 6 Hrs.

The 6 credit hours in electives which are required for the Coaching Certificate Program may be taken from any graduate program at Queens, including the MSOD, the PMBA and the MA OCOM Programs.

Total for Coaching Certificate Program - 15 Hrs.

Academic Policies.

The section GRADUATE ACADEMIC POLICIES applies to all graduate students, whether degree or non-degree, enrolled in the McColl School of Business except for those enrolled in the Executive MBA program.

The Presbyterian School of Nursing:
Graduate Nursing Programs

Mission
The Presbyterian School of Nursing at Queens prepares nurses to meet the healthcare needs of diverse communities and to provide leadership to the profession. The School of Nursing creates a dynamic learning environment that provides options for seamless progression in nursing education and serves as a community resource.

Master of Science in Nursing (MSN)

The Master of Science in Nursing (MSN) program is designed to prepare nurses as interdisciplinary, collaborative nurse leaders, and educators. Students acquire advanced knowledge of nursing theory, research, informatics, and health policy in addition to specialized knowledge in an academic/role "track" within the program.

Integral to the program are interdisciplinary educational experiences. In Health Systems Management students have opportunities to synthesize nursing and business knowledge in diverse settings and through application of the research process. Graduates will be prepared to function as members of interdisciplinary executive level teams. In Health Ministries students have opportunities to undertake graduate studies in both nursing and seminary. Graduates will be prepared to integrate health and spiritual care in faith communities and health care organizations. In Nurse Educator Practices students learn about curriculum development, teaching strategies and methods for student and program evaluation. Graduates are prepared to teach in academic or clinical settings.

In the Clinical Nurse Leader concentration, students learn to care for patients with complex conditions and work with interdisciplinary teams to improve quality outcomes and efficiency of care for patient groups. Graduates are eligible to take the national certification exam for Clinical Nurse Leader.

ADMISSION TO THE MSN PROGRAM

Those interested in the MSN program should contact the Nursing Admissions Office at 704 688-2780. The following are required to be considered for admission to the MSN program:

1. A completed graduate application form, including the nonrefundable $40 application fee.
2. Evidence of a BSN degree from an accredited institution. RNs with other bachelor's degrees will be considered on an individual basis.
3. Evidence of a current unrestricted license to practice nursing.
4. Evidence of a cumulative grade point average of at least 3.0 on a 4.0 scale in the last 60 hours of course work. Applicants with less than 3.0 GPA must submit GRE scores with a combined total score of 1000 or higher.
5. Official transcript(s) of all post-secondary academic course work.
6. Two letters of recommendation.
7. A current resume including goals and objectives.
8. Students in the Health Ministries track must complete the Parish Nurse Institute within the first two terms of the program. Students will have to apply to Union Seminary before taking courses in the seminary.

International Students
International students must also complete the admissions requirements found on page 24.

Once admitted, MSN candidates may begin in any semester: Fall, Spring or Summer.

STUDENT STATUS

Full Graduate Status
is assigned to students who are pursuing a master's degree and who have met all admission requirements.

Admission on Probation
Students admitted on academic probation must meet the terms of probation set by their admission letter in order to be allowed to continue in the program.

Provisional Admission
Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Non-degree Graduate Status
is accorded an applicant who wishes to take graduate nursing courses for personal satisfaction or other reasons, but not for a degree. Generally a graduate student may not take more than nine hours as a non-degree student.

To be admitted as a non-degree graduate student, an individual must meet all MSN admission requirements, excluding the need for letters of recommendation and a resume.

Transient Status
is accorded an applicant who wishes to take a graduate course for transfer to another institution. Generally a transient student is admitted for one term only. Transient students must complete an application form, submit a letter of good standing from their home institution showing permission to take specific course(s), and show evidence of completion of any prerequisites required.

DEGREE REQUIREMENTS

The Master of Science in Nursing with a concentration in Nurse Educator Practices, Health Ministries, or Health Systems Management consists of 36 credit hours at the graduate level, including 15 credit hours in nursing core courses, and 21 credit hours in Specialty courses. The Master of Science in Nursing with the Clinical Nurse Leader concentration consist of 38 credit hours, 15 credit hours in the nursing core courses and 23 credit hours in specialty courses.

MSN Core Courses:
NURS 612 Theoretical Foundations (3 Hrs.)
NURS 624 Health Policy (3 Hrs.)
NURS 628 Health Care Informatics (3 Hrs.)
NURS 630 Research Interpretation (3 Hrs.)
NURS 632 Research Methods (3 Hrs.)

Health Systems Management Concentration
BUSN 516 Foundations of Economics I (3 Hrs.)
BUSN 605 Law and Ethics (3 Hrs.)
NURS 546 Fiscal Management in Healthcare Organizations (3 Hrs.)
BUSN 610 Management of Organizations (3 Hrs.)
NURS 616 Health Care Administration (3 Hrs.)
NURS 634 Health Care Practicum (6 Hrs.)

Health Ministries Concentration
NURS 626 Topics in Health Ministry (3 Hrs.)
NURS 634 Health Care Practicum (6 Hrs.)
Courses taken at Union-PSCE at Charlotte:
EDU 168 Understanding Congregations and Ministries (3 Hrs.)
THE 167 The Christian Life (3 Hrs.)
THE 101 Theology I (3 Hrs.)
THE 201 Theology II (3 Hrs.)

Nurse Educator Practices Concentration
NURS 615 Issues and Trends for the Nurse Educator (3 Hrs.)
NURS 620 Curriculum Building and Evaluation (3 Hrs.)
NURS 635 Teaching Methods and Outcome Assessment (3 Hrs.)
EDUC 501 Human Learning and Cognition (3 Hrs.)
OCOM 622 Intercultural Communication (3 Hrs.)
NURS 644 Nurse Educator Practicum (6 Hrs.)

Clinical Nurse Leader Concentration
BIOL510 Advanced Pathophysiology (3 Hrs.)
NURS 650 Advanced Health Assessment of Person, Family, Community (3 Hrs.)
NURS 651 Professionalism and Ethics in Clinical Leadership (3 Hrs.)
NURS 652 Management of Clinical Outcomes (4 Hrs.)
NURS 653 Management of the Care Environment (4 Hrs.)
NURS 654 Clinical Nurse Leader Residency (6 Hrs.)

MSN-MBA Combined Program
Students who plan to complete a dual degree must meet the requirements for both the MSN and MBA. MSN courses taken in the McColl Graduate School of Business apply toward the MBA. Call 704 337-2224 for information.

ACADEMIC POLICIES
The section GRADUATE ACADEMIC POLICIES applies to all graduate students, degree or non-degree, in the Presbyterian School of Nursing.

In addition:
Full-Time Status for the NC Nurse Scholars Program
For purposes of the NC Nurse Scholars Program, the student taking 18 credit hours annually (6 credits each fall, spring and summer term) is regarded as full time for that program.

Graduate Certificate Programs in Nursing for Non-Degree Candidates

Admission Requirements for Non-Degree Candidates:

1. Complete an application to the nursing graduate program,
2. Provide an official transcript demonstrating attainment of MSN, and
3. For the Health Ministries Certificate, upon acceptance to the post-MSN program, make a separate application to Union-PSCE.

Health Systems Management Certificate

Non-degree students may enroll in the certificate option, which includes five courses designed to equip them with basic principles of management. These courses qualify for the continuing education component of the ANCC certification exam in nursing administration. The five courses are:

BUSN 516 Economic Analysis I (3 Hrs.)
BUSN 605 Law and Business (3 Hrs.)
NURS 546 Fiscal Management in Healthcare Organizations (3 Hrs.)
BUSN 610 Management of Organizations (3 Hrs.)
NURS 616 Health Care Administration (3 Hrs.)

Post Masters Certificate in Health Ministries

Registered nurses who already have an MSN and meet admission requirements are eligible to take the five specialty courses for Health Ministries and receive a Post-Masters Certificate. The five courses are:
NURS 626 Topics in Health Ministry (3 Hrs.)
Courses taken at Union-PSCE at Charlotte:
EDU 168 Understanding Congregations and Ministries (3 Hrs.)
THE 167 The Christian Life (3 Hrs.)
THE 101 Theology I (3 Hrs.)
THE 201 Theology II (3 Hrs.)

Post Masters Certificate in Nurse Educator Practices

Registered nurses who already have an MSN and meet admission requirements are eligible to take the five theory specialty courses for Nurse Educator Practices and receive a Post-Masters Certificate. The five courses are:

NURS 615 Issues and Trends for the Nurse Educator (3 Hrs.)
NURS 620 Curriculum Building and Evaluation (3 Hrs.)
NURS 635 Teaching Methods and Outcome Assessment(3 Hrs.)
EDUC 501 Human Learning and Cognition (3 Hrs.)
OCOM 622 Intercultural Communication (3 Hrs.)

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all graduate students, degree or non-degree, in the Presbyterian School of Nursing.

In addition:

Full-Time Status for the NC Nurse Scholars Program

For purposes of the NC Nurse Scholars Program, the student taking 18 credit hours annually (6 credits each fall, spring and summer term) is regarded as full time for that program.

The School of Education

Graduate Education Programs

Mission

The mission of the School of Education is to prepare culturally responsive educators who are leaders, experts in their fields and facilitators of learning for all students in a "community of respect."

The School of Education's graduate programs at Queens support the University's mission of providing educational experiences that transform students' lives and foster personal and professional success. Queens University of Charlotte believes that each individual has a responsibility to society at large which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve."

Graduate programs include the Master of Arts in Teaching (Elementary K- 6), The Master of Education in Literacy (K-12), and post-baccalaureate licensure programs in elementary (K-6), Biology, English, History, Mathematics and Social Studies (9-12) and French and Spanish (K-12).

SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK: INDEPENDENT LEARNER

Queens University of Charlotte has identified the crucial role of the teacher as that of an independent learner. It is critical that teachers keep abreast of current knowledge and skills in their field of study. Their task is to be a model of a learned/learning person for students and through role modeling and instruction to give students the tools that enable them to become independent learners themselves. Independent learners have a high level of curiosity; are intrinsically motivated; reflect on their needs; set personal goals; develop an action plan to attain the goal, practice problem solving, critical thinking and inquiry skills to identify and locate resources needed to achieve the goal; and evaluate the degree to which the goal is achieved. In this recursive model, the independent learner is continually assessing the need to learn. Because of the pace of technology, social and occupational changes in today's society, the static education implied by the traditional transmission of knowledge model of teaching and learning no longer suffices.

The full text is available in the Teacher Education Handbook available from the School of Education.

RETENTION

Retention in any graduate education program is based on the expectation that students demonstrate the characteristics of, and conduct themselves as members of, the teaching profession. Students may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- candidate dispositions
- knowledge of the subject taught
- ability to impart that knowledge
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher. Professional incompetence may be grounds for failure to recommend students for licensure

STATE LICENSURE

Queens University of Charlotte must meet all national and state mandates in order to retain program approval. Candidates must fulfill all national and state requirements in place at the time of application for licensure. In order to meet the requirements for licensure in the state of North Carolina, the student must complete their program and also meet additional requirements mandated by the N.C. Department of Public Instruction.

STATE-MANDATED TESTS

Elementary Education

North Carolina Licensure requires candidates to successfully pass the elementary education specialty area of the PRAXIS II Examination. Information and registration bulletins are available in the School of Education. Currently in North Carolina, required tests for elementary education candidates are:

- Elementary Education: Curriculum, Instruction and Assessments (Test Code 0011)
- Elementary Education: Content Area Exercises (Test Code 0012)

Technology Portfolio

North Carolina Licensure requires candidates to demonstrate computer competencies through portfolios. Information about the portfolio is distributed in EDUC 270/514 Educational Technology. This is required for initial licensure only.

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all graduate students in the School of Education whether admitted as degree candidates or as non-degree candidates.

NON-DEGREE ADMISSION

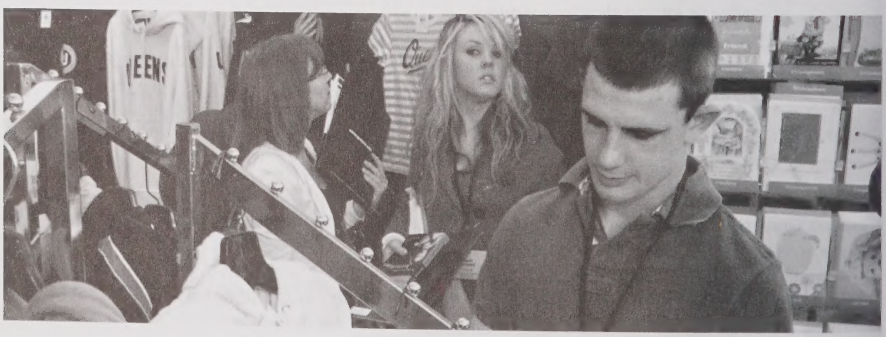
Non-Degree Graduate Status A student who wishes to take graduate courses for teaching license renewal or other personal reasons, but not for a degree, will be classified as having non-degree graduate status.

To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures as other graduate applicants and meet the standards for general admission into a graduate program.

Unless enrolled in a specific program, a non-degree graduate student may not take more than nine credit hours. After completion of nine credit hours, the student must apply as a degree candidate or receive special permission in order to continue.

Non-Degree Transient Status

A student who wishes to take a graduate course for transfer to another institution will be classified as a transient student. Generally, a transient student is admitted for one term only. Transient students must complete a graduate application, submit a copy of a transcript and a letter of good standing from their home institution, and receive special permission from the School of Education.



Master of Arts in Teaching (MAT)

The MAT program is designed to offer North Carolina licensure in Elementary Education to those who have undergraduate degrees in majors other than Education.

Queens University of Charlotte has a long-standing commitment to provide educators with the skills needed to deal with the complexities of today's classroom setting. Candidates earning their licensure at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing and shaping the lives of children.

GOALS

The MAT program will:

- Provide opportunities for the teacher to develop insights into the understanding of the theoretical and philosophical bases for educational practices in the elementary school, the elementary curriculum, the interrelationship of subjects and major curriculum movements and trends
- Develop the teacher's understanding of the nature of the learner, the learning process and the evaluation of learning
- Assist the teacher in gaining insights and skills in the use of techniques of research and in designing and carrying out research projects
- Provide the teacher with a concentrated study of the instructional areas of the elementary curriculum
- Develop the teacher's ability to synthesize information and resources to provide a developmentally appropriate living/learning environment for elementary children
- Promote increased understanding of advanced computer skills and integrate technology into the curriculum

OBJECTIVES

The MAT program will:

- Develop knowledge and understanding of theories and principles of human growth and development and learning and their implications for providing learning environments appropriate to the physical, cognitive, social and emotional needs of elementary school children
- Develop an understanding of the basic principles of curriculum planning and implementation of a developmentally appropriate, comprehensive integrated class room program
- Develop knowledge of learning strategies and models consistent with the developmental needs of elementary school children and reflective of proven educational practice and research
- Develop knowledge of effective instructional practices and assessment strategies which apply language and literacy research and theory to the planning of an integrated literature and communication process throughout the curriculum
- Develop knowledge and understanding of the mathematical concepts and processes and their implications for developing learning environments which focus on the importance of learning through concrete and manipulative experiences and on fostering positive attitudes towards Mathematics
- Develop knowledge of science concepts, principles, and experiences that will en able teachers to provide integrated, discovery-centered, teacher-facilitated classroom science programs which are developmentally appropriate for elementary school children

ADMISSION to the MAT Program

Application Requirements

To be considered for admission to the MAT program, an applicant must:

1. Hold a baccalaureate degree in a major other than education from an accredited institution
2. Submit a completed graduate application form, including the non-refundable $40 application fee
3. Submit official transcript(s) of all post-secondary academic course work. It is the applicant's responsibility to have ALL transcripts sent directly from each institution attended to the Graduate Admissions Office
4. Have a cumulative grade point average of at least 2.500 or better on a 4.000 scale on all post-secondary academic course work
5. Provide the Graduate Admissions Office with two letters of reference
6. Submit satisfactory scores on the Graduate Record Examination (GRE).
7. Schedule a personal interview. Please call 704 337-2313 for an appointment.

International Students

International students must also complete the admissions requirements found on page 24.

For more information on the MAT program or an application, contact the Graduate Admissions Office at 704 337-2313.

STUDENT STATUS

Full Graduate Status

Is accorded applicants who have met all admissions requirements, including a satisfactor undergraduate grade point average, acceptable GRE scores and the satisfactory completion of any required preparation or licensure required courses.

Preliminary Graduate Status

Is accorded applicants who have not yet completed the required licensure courses or preparatory requirements. Students should notify the graduate office when all preliminary course work has been completed to receive full graduate status. Students must be at full graduate status before the student teaching internship experience.

Probational Acceptance

Students accepted on probation must meet the requirements as outlined in their acceptance letter in order to continue enrollment at Queens. Students who are conditionally admitted to the University must meet the requirements for full acceptance in order to continue taking courses at Queens. Conditional acceptance is typically granted to a student who is missing one or more admissions requirement but shows academic promise.

REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING

Professional Course Work

The MAT is a two phase program consisting of 39 hours of graduate professional education course work in Phase I and 9 hours of graduate professional education course work in Phase II. A 12 credit hour student teaching internship in the Charlotte-Mecklenburg School System (CMS) is required. This experience is the capstone of Phase I. Enrollment in EDUC 499 Professional Internship takes place only after the completion of all Phase I professional course work.

Comprehensive Examination
A comprehensive written examination is required. The examination is taken at the end of Phase II when all other program requirements are satisfied. Students must successfully complete the examination before they are awarded the degree. The exam is evaluated on a pass/fail basis.

General Education Requirements
The MAT program and the North Carolina Department of Public Instruction require a well-rounded liberal arts background. In most cases the minimum general education requirements would include courses in the following areas, which must be completed before beginning the professional internship:

- Two courses in composition
- One course in college mathematics
- Two courses in natural sciences of which one must be a lab (Area I)
- One course in fine arts (Area II)
- Two courses in humanities (Area III)
- Two courses in social and behavioral sciences (Area IV)
- Two additional liberal arts courses from Area I-IV (they must come from different disciplines)

Program of Study
The MAT program is designed to offer North Carolina licensure in elementary education to those who have undergraduate degrees in majors other than education. The program is structured in two phases. At the end of Phase I, candidates apply for initial "A" level licensure.

Courses in Phase II can not be taken prior to finishing Phase I or prior to obtaining the "A" initial level license. At the end of Phase II, candidates earn the MAT and upgrade to an advanced masters "M" level license.

Suggested Course Sequence
Students may begin the MAT program in any term - spring, summer, or fall. A sequence of courses can be developed for individual students by the Education Advisor. The following are suggestions to make the program more meaningful.

- EDUC 520 Curriculum & Instruction in Elementary Schools should be taken as early in the program as possible
- EDUC 527 Teaching Reading & Other Language Arts should be taken before EDUC 524 Diagnostic and Corrective Reading Techniques

Application for Student Teaching
MAT students must apply for student teaching in the term preceding their planned student teaching semester (EDUC 499). All Phase I professional course work must be completed before the student teaching semester.

To be accepted a student must:

- Have positive recommendations by two Queens faculty members;
- A cumulative grade point average of 2.500;
- Have acceptable Student Disposition Forms from both student and faculty;
- Be in good standing at the University; and
- Receive the approval of the School of Education faculty and the Teacher Education Committee.

PHASE I

The course of study for Phase I provides candidates with teaching competencies identified by the North Carolina Department of Public Instruction (NCDPI).

EDUC 501 Human Learning & Cognition
EDUC 502 Child & Young Adolescent Development
EDUC 513 Mathematics Methods/Materials in the Elementary School
EDUC 514 Educational Technology
EDUC 515 Foundations of American Education
EDUC 520 Elementary School Curriculum & Instruction
EDUC 524 Diagnostic and Corrective Reading Techniques
EDUC 527 Teaching Reading & Other Language Arts
EDUC 533 Science Methods/Materials in the Elementary School
EDUC 540 Social Studies Methods/Materials in the Elementary School
EDUC 499 Professional Internship (12 Hrs.) OR
EDUC 498 Supervised Internship for Lateral Entry Teachers

Additional Requirement for initial licensure:

- Pass appropriate PRAXIS II Tests
- Submit Technology Portfolio

Field Experiences

In conjunction with course requirements, the program requires field experiences in a variety of grade levels in the CMS System. Field experiences related to methods courses will be arranged with the course instructor. Each candidate is responsible for completing the field hours required in the methods courses. Each field experience placement consists of opportunities for candidates to:

- Observe students and teachers in a learning environment
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one or small group settings

PHASE II

Phase II courses may not be taken before the completion of Phase I. Only candidates who have been recommended for licensure by Queens and who have received A level licensure may enroll in Phase II. The course of study for Phase II is designed to extend NCDPI competencies and match the core competencies required for advanced licensure.

EDUC 503 Educational Research and Evaluation
EDUC 525 Diversity in Schools
*EDUC 551 Teacher as Researcher
*EDUC 552 Seminar in Reflective Practice

*NOTE: EDUC 552 is a co-requisite to EDUC 551. Students enroll in 551 and 552 in the fall semester, however, these classes continue through the spring semester and final grades are awarded at completion of these courses in May. The MAT is conferred once 551/552 are complete. Once the degree is conferred a student then applies for advanced level M licensure.

Additional Phase II Requirements:

- The Action Research Project is the culminating activity for Phase II. Candidates conduct original research as part of EDUC 551 Teacher as Researcher and report it as a publishable paper, and present it at an Action Research Symposium.
- The Comprehensive Examination allows candidates to demonstrate their ability to synthesize program knowledge. The examination is evaluated on a pass/fail basis.

State Licensure
See information on State Licensure under School of Education.

Master of Education (M.Ed.) in Literacy

Queens University of Charlotte has a long-standing commitment to provide educators with the skills needed to deal with the complexities of today's classroom setting. Candidates earning their licensure at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing, and shaping the lives of children.

The M.Ed. offers North Carolina Licensure in Reading (K-12) as part of a graduate degree. The M.Ed. is designed for candidates who hold an undergraduate degree, who hold a clear teaching license in the state of North Carolina, and who have at least two years of teaching experience. The M.Ed. program consists of 33 hours of coursework, leading to an "M" level license in the state of North Carolina.

ADMISSION TO THE PROGRAM

Application Requirements

- A completed graduate application and $40 application fee
- Official transcripts from each college or University attended submitted in sealed envelopes
- Two letters of recommendation, one of which must come from the principal of the school in which they are employed
- Satisfactory scores on the Graduate Record Exam.
- A copy of a valid teaching license and evidence of two years teaching experience
- Minimum 2.5 GPA required.

International Students
International students must also meet the additional requirements found on page 24.

STUDENT STATUS

Full Status is accorded applicants who have met all admissions requirements.

Admission on Probation
Students admitted on academic probation must meet the terms of probation set by their admission letter, which may vary, in order to be allowed to continue in the program.

Provisional Admission
Students admitted provisionally must meet the terms of full admission in order to continue in the program.

GENERAL EDUCATION REQUIREMENTS

The M.Ed. program and the North Carolina Department of Public Instruction require a well-rounded liberal arts background. In most cases the minimum general education requirements would include courses in the following areas, which must be completed before beginning the professional internship:

- Two courses in composition
- One course in college mathematics
- Two courses in natural sciences of which one must be a lab (Area I)
- One course in fine arts (Area II)
- Two courses in humanities (Area III)
- Two courses in social and behavioral sciences (Area IV)
- Two additional liberal arts courses from Area I-IV (they must come from different disciplines)

DEGREE REQUIREMENTS FOR THE M.Ed. (Literacy)

EDUC 601 Educational Research & Evaluation
EDUC 608 Diversity in Schools
EDUC 615 Word Study
EDUC 630 Foundations of Reading Instruction
EDUC 640 The Teaching of Writing
EDUC 650 Assessment, Diagnosis, & Instruction to Remediate Reading Difficulties (Corequisite EDUC 660)
EDUC 660 Practicum in Reading Diagnosis (6 credit hours)
EDUC 670 Current Issues & Practices in Literacy
EDUC 680 Action Research
EDUC 690 Seminar in Collaborative Leadership & Professional Development

Tentative Course Rotation

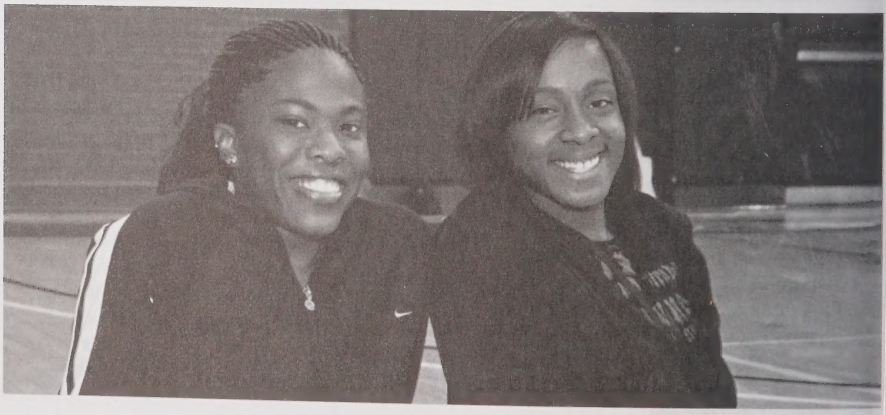
Year 1
EDUC 601 Educational Research & Evaluation
EDUC 630 Foundations of Reading
EDUC 608 Diversity in Schools (taken simultaneously with EDUC615 or EDUC 620)
EDUC 615 Word Study or EDUC 620 Young Adult Literature
Year 2
EDUC 640 The Teaching of Writing
EDUC 670 Current Issues & Practices in Literacy
EDUC 650 Assessment, Diagnosis, & Instruction to Remediate Reading Difficulties (taken simultaneously with EDUC 660)
EDUC 660 Practicum in Reading Diagnosis
Year 3
EDUC 690 Seminar in Collaborative Leadership & Professional Development
EDUC 680 Action Research

Additional Requirements

- Professional Portfolio
- Action Research Project

State Licensure

For more information on licensure on see State Licensure under School of Education.



The School of Communication

Graduate Programs

Mission

The mission of the School of Communication at Queens University of Charlotte is to provide students with the ability to analyze and understand audiences, situations and sources and to develop appropriate messages in a variety of contexts.

The School of Communication offers the Master of Arts in Organizational Communication.

Master of Arts Degree

The Master of Arts degree in focuses on organizational communication. It will help learners hone their critical thinking and diagnostic skills by prompting them to examine the processes and structures of communication among and between organizations with regard to what enhances effectiveness and what hinders it. Courses investigate the range of topics critical to corporate, governmental, professional or nonprofit organizations, including individual, interpersonal, group, intercultural, public and mediated communication.

The MA in Organizational Communication helps students become astute consumers, critics and creators of human communication in organizational contexts. Classes blend theoretical perspectives with pragmatic applications, through such formats as workshops, discussions (in class and online) and group presentations.

ADMISSION

Requirements for Admission

To be considered for admission into the MA program an applicant must:

1. Hold a bachelor's degree from an accredited college or University.
2. Have significant full-time work experience (five years is recommended), or permission of the Admissions Committee. Internships are not considered full-time work.
3. Submit a completed graduate application form, including the non-refundable $40 application fee.
4. Submit official transcripts of all post-secondary academic course work. It is the responsibility of the applicant to have all transcripts sent directly from each institution attended.
5. Have a cumulative grade point average of at least 3.0 on a 4.0 grade scale. Those applicants without a cumulative GPA of 3.0 or above must provide acceptable GRE scores from within the past five years before they will be admitted (Verbal 500 / Analytical 450, Writing 4.0).
6. Provide a current resume with proof of five years of significant work experience.
7. Provide a written statement including professional and personal goals and objectives
8. Provide two letters of academic or professional reference.
9. An interview with the Admissions Committee is highly recommended.

International Students

must also meet the admissions requirements for international students found on page 24.

For More Information

Those interested in the graduate program should contact the Graduate Admissions Office at 704 337-2313 for information or an application.

STUDENT STATUS

Full Graduate Status

Full graduate status is given to students who are pursuing a master's degree and who have met all admission requirements, including the satisfactory undergraduate grade point average. Those without a cumulative GPA of 3.0 or above must provide an acceptable GRE score from within the past five years before they will be admitted.

Admission on Probation

Students admitted on academic probation must meet the terms of probation set by their admission letter to be allowed to continue in the program. Terms may vary from student to student depending upon academic and work experience.

Provisional Admission

Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Non-Degree Graduate Status

Non-degree status is assigned to students who wish to take graduate courses for personal satisfaction, but who may not wish to work toward a master's degree. Non-degree graduate students generally may not take more than nine credit hours. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures and standards as other graduate applicants, and must have an undergraduate overall grade point average of 3.0.

Transient Status

Transient status is assigned to students who wish to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. Transient students must complete an application form, submit copies of all post-secondary transcripts and submit a copy of their GRE scores and a letter of good standing from their home institution.

DEGREE REQUIREMENTS

The Master of Arts in organizational communication requires that students complete 11 courses totaling 36 credit hours. The program includes required courses and electives.

All students begin their program with two courses designed to orient them to the graduate-level study of Organizational Communication: OCOM 602 Research Proseminar and OCOM 604 Theories of Organizational Communication. Students then select one course from each of three clusters: Perspective, Process and Practice (9 hours). Students additionally select five courses (15 hours) of electives. Finally, all students culminate their program with OCOM 675 Capstone Seminar in Organizational Communication, a six-hour class in which they draw from their entire body of coursework to complete a major professional or academic project.

Requirements for the MA in Organizational Communication:

Core courses (required): (12 Hrs.)
OCOM 602 Research Proseminar
OCOM 604 Theories of Organizational Communication
OCOM 675 Capstone Seminar in Organizational Communication (6 Hrs.)
Select one from each cluster: (9 Hrs.)

Cluster One: Perspective
Please note that courses not taken to meet this requirement may be taken as an elective.
OCOM 610 Communication and Management
OCOM 620 Advanced Communication Theory
OCOM 625 Organization Development
OCOM 630 Human Resource Development
OCOM 635 Corporate Culture

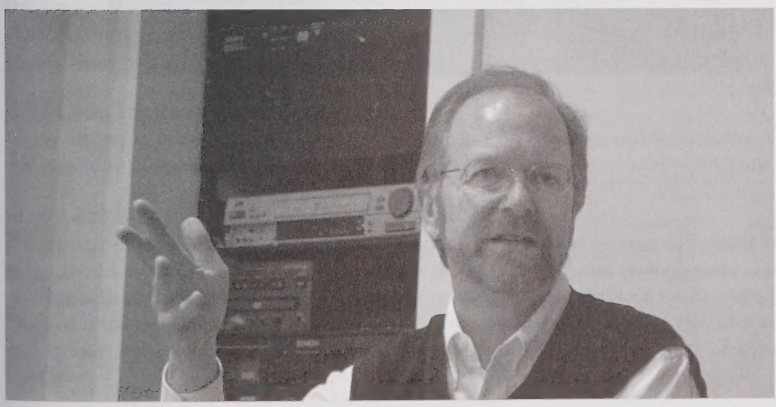
Cluster Two: Process
Please note that courses not taken to meet this requirement may be taken as an elective.
OCOM 614 Communication and Ethics in Organizational Contexts
OCOM 615 Interpersonal Communication
OCOM 618 Gender and Diversity in Organizational Settings
OCOM 622 Intercultural Communication
OCOM 632 Conflict Management and Negotiation

Cluster Three: Practice
Please note that courses not taken to meet this requirement may be taken as an elective.
OCOM 612 Persuasion
OCOM 616 Small Group Communication
OCOM 617 Group Dynamics
OCOM 619 Public Relations
OCOM 621 Advertising
OCOM 636 Management Consulting

Plus at least 15 elective credit hours:
Students may choose from the courses offered in the three clusters, selected cross-listed courses in the McColl School, and the following:
OCOM 628 Topics in Organizational Communication
OCOM 665 International Experience

CLASS SCHEDULING
Each class will meet once a week, either one weeknight or Saturday.

ACADEMIC POLICIES
The section GRADUATE ACADEMIC POLICIES applies to all graduate students in the School of Communication whether admitted as degree candidates or as non-degree candidates.



Talina
Velazquez

Course Descriptions

Organization
Undergraduate course descriptions are listed first followed by Graduate course descriptions.

Course Level
Courses numbed below 500 are undergraduate courses. Courses numbered 500 and above are restricted to graduate students.

In general, courses numbered 100-299 are primarily for freshmen and sophomores; those numbered 300-499 are primarily for juniors and seniors. In specific cases, however, an undergraduate's ability and background rather than class standing will determine the appropriate level of work.

Grade Status
Unless otherwise noted below each course has a regular grade status. Courses that have a special grade status of Pass/No Record or Pass/Fail are noted below.

Course Rotations
General rotations are listed at the end of the course description. Please note that these rotations are estimates and are subject to change.

Course Changes
The University reserves the right to change the course offerings and instructors indicated in the Catalog without prior notice to persons who may thereby be affected. Every effort is made to help a student affected by a course change by providing the opportunity for an independent study or some other suitable arrangement.

Undergraduate Courses

AMERICAN STUDIES

AMST 201 Introduction to American Studies
The heart of both our national and individual identities resides in the complex creation of a distinctive American culture: in the television shows we watch, the music we listen to, and the movies we attend. This course serves as an introduction to the American Studies Program by examining the cultural construction of identities, of what it means to be an American today and throughout America's past. Our studies will focus on exposing students to various disciplinary and theoretical frameworks for analyzing cultural expressions and cultural norms, as well as offer an examination of a wide array of cultural mediums, including but not limited to movies, music, television, works of pop and pulp fiction and other varied cultural ephemera. **3 Hrs**.

AMST 300 Topics in American Studies
An investigation of selected topics in American Studies. Specific topics and their prerequisites will vary. May be repeated with different subtitles. Repeatable for a total of 6 Hrs. **3 Hrs**.

AMST 400 Special Project in American Studies
This course allows qualified students the opportunity to pursue an area of special interest in American Studies. Students will design these projects in conjunction with supervising faculty members. Such projects may involve directed readings, internships, or independent study. Projects must be approved by the Director of American Studies. Open to all juniors and seniors with at least a 3.0 grade point average. May be repeated for a total of up to 12 credit hours. **1-3 Hrs**.

ANTHROPOLOGY

ANTH 201 Cultural Anthropology
Emphasizes the heritage and diversity of human culture throughout the world through the study of human societies, language and culture, cultural change, social groups and relationships, ideology, ritual and symbolism. Spring Term, every year. **3 Hrs.**

ANTH 320 Anthropology of Latin America
This course examines Latin American societies and cultures from an anthropological perspective. Latin America includes Mexico, Central America, South America and the Caribbean. Using a comparative approach, students explore cultural diversity within and between Latin American nations. A grassroots perspective focuses on local communities as they adapt to change. Students study the types of problems facing Latin Americans today by examining how the past has influenced the present. *Prerequisites: ANTH 201 or SOCI 203.* Spring Term, odd years. **3 Hrs.**

ANTH 330 American Ethnic Communities
Students read and discuss book-length ethnographies set in ethnic communities in the contemporary United States. Ethnographies are in-depth portraits of particular communities based on systematic, long-term participant observation. They are the building blocks for ethnology, the comparison of communities to interpret and explain American ethnicity. Included are studies of recently arrived, immigrant communities along with well-established American ethnic communities. We examine the history, social organization, cultural values and customs of each community, looking for similarities and differences in the American experience of community life. *Prerequisites: ANTH 201 or SOCI 203.* Spring Term, even years. **3 Hrs.**

ANTH 340 Directed Individual Study
Independent reading and investigation of the literature relevant to a specific topic in anthropology. *Prerequisites: Junior or senior standing, permission of the instructor, minimum GPA of 3.00.* As needed. **1-3 Hrs**.

ANTH 350 Topics in Anthropology
Investigation of a single topic or area in anthropology. The topic may vary from term to term. May be taken more than once with different subtitles. Repeatable for a total of 6 Hrs. **3 Hrs.**

ART – INTERIOR DESIGN

ARDE 201 Fundamentals of Interior Design I
This course introduces the field of interior design including the history of furniture, elements and principles of design and space planning. Fall Term, every year. **3 Hrs.**

ARDE 202 Fundamentals of Interior Design II
This course covers physical needs and social dynamics and how we make ourselves comfortable and organize the spaces in which we live. Spring Term, every year. **3 Hrs.**

ARDE 301 Textiles in Interior Design
This course covers the elements and principles of design within a textile. Involves hands on studio exercises using textiles as the art form through the advanced exploration of printed and woven fabrics. Spring Term, every year. **3 Hrs.**

ARDE 302 Color and Light
This course explores the study of color and light as elements of interior design. The course will include the psychology of color and its application as well as its function. **3 Hrs.**

ARDE 310 Drawing for Interior Design
This course covers scale, architectural perspective and elevation drawings for interior design. Topics include sketching, detailed working drawings and wet and dry media. Upon completion, students should be able to produce a pictorial presentation. *Prerequisite: ARDE 201.* **3 Hrs.**

ARDE 311 Computer Aided Design
This course covers the application of computer program-aided interior design. The course is taught in a lecture/lab format. Floor plans furniture layout, elevations, and perspectives are some of the topics covered. Upon completion, students will be able to generate and manage CAD drawings and models to produce engineering documents. *Prerequisites: ARDE 201, ARDE 310.* Fall/Spring, every year. **4 Hrs.**

ARDE 325 History of Architecture and Furniture
This course covers the major movements in architecture and furniture. The important architects and designers from the Renaissance period to the Modern era are discussed. Emphasis is placed on vocabulary, architectural styles and chronology. Upon completion, students should be able to identify and use correct terminology regarding the history of architecture and furniture. **3 Hrs.**

ARDE 329 Business Practices for Interior Design Professionals
This course introduces contemporary business principles for interior designers. Topics include business formations, professional associations, contracts and correspondence and means of compensation. Upon completion, students will be able to describe the basic business formations and compose effective letters and contracts. Spring term, every other year. **3 Hrs.**

ARDE 401 Product Design
This course will require a student to resolve a functional design problem related to an interior space. Students will work through the problem using working drawings that will result in a three dimensional product. *Prerequisites: ARDE 201.* **3 Hrs.**

ARDE 412 Idea Development
This course teaches students how to develop ideas into mature artistic expressions. Students are required to work through an idea in at least 5 different mediums. *Prerequisites: Studio or design experience approved by the instructor.* **3 Hrs.**

ARDE 450 Independent Study in Interior Design
This course allows a student to explore a topic with a faculty member. Open to juniors or seniors with a grade point average of 3.0 or above. As needed. **1-3 Hrs.**

ARDE 460 Capstone, Senior Project
Student is assigned a project to be completed during this course incorporating major areas of the field of study. Upon completion, students should be able to complete the graphics, client folder and all schedules for a professional portfolio. *Prerequisites: Art major, senior standing, last semester.* Fall/Spring, every year. **3 Hrs.**

ARDE 465 International Academic Study Tour
This course provides the opportunity for a student to study and experience a foreign culture through a course combining a study tour and specific topics in art and design. *Prerequisite: ARDE 201.* Spring, every other year. Pass/Fail **3 Hrs.**

ARDE 496 Internship in Interior Design
This course enables students to make a strong connection between theory and practice. This internship in fieldwork in the industry covers a topic of special interest to the student, pre-approved by the program director. **3 Hrs.**

ART

ART 101 Introduction to Art
Designed for the student with little or no art experience who wishes to gain understanding of the language of art (composition, line, space, color, etc.) and art's significance in human terms. Involves slide presentations and classroom discussions of art works within an historical context. Fall Term, every year. **3 Hrs.**

ART 204 Drawing
Emphasis on drawing through close observation of nature and as an expressive medium for communicating felt responses to subject matter. Exercises in contour, gesture, modeled form and light, using still life, landscape and the human figure. Media will include pencil, charcoal and ink. Spring Term, every year. **3 Hrs.**

ART 208 Graphic Design I
In this class students are introduced to the basic principles of graphic design and e-design as they relate to designing in general as well as for the internet and multimedia. Applications such as Photoshop and Illustrator will be explored. Fall Term, every year. **3 Hrs.**

ART 215 Ancient to Early Renaissance Art
A survey of stylistic developments and cultural contexts in architecture, sculpture, painting and the minor arts of the Mediterranean and European countries from prehistoric times to approximately 1500 CE. Fall Term, every year. **3 Hrs.**

ART 216 High Renaissance Art to the Present
A survey of stylistic developments and cultural contexts in architecture, sculpture, painting and the minor arts of Europe and America from approximately 1500 CE to the present day. Spring Term, every year. **3 Hrs.**

ART 223 Ceramics
Fundamentals of both hand building and throwing on the potter's wheel. Hand-building techniques will include pinch, coil and slab construction. Glaze instructions will stress the relationships between form and color. Fall/Spring Term, every year. **3 Hrs.**

ART 226 Digital Photography
This course introduces digital photographic equipment, theory and processes. Students will be instructed in camera operation, composition, computer photo manipulation and creative expression. Students will also learn the concepts and processes of photo manipulation through complex composite images, special effects, color balancing and image/text integration. Fall/Spring Term, every year. **3 Hrs.**

ART 227 Photography I
Photography used as an expressive medium and as a tool for exploring visual experience. Emphasis will be on selection and treatment of subject matter. Students will learn necessary skills in photographic technique and be acquainted with the historical development of photography. Fall/Spring Term, every year. **3 Hrs.**

ART 235 Two-Dimensional Design Lab
This course introduces the elements of art and principles of design as they apply to two-dimensional art. Emphasis is placed on the application of structural elements and the application of the principles of visual organization and the theories of color. Upon completion, students will be able to apply the theoretical and analytical applications of two-dimensional design in their advanced studio art classes. Spring Term, every year. **3 Hrs.**

ART 236 Three-Dimensional Design Lab
This course introduces the elements of art and principles of design as they apply to three-dimensional art. Emphasis is placed on the application of principles as they relate to form and space. Upon completion, students will be able to apply the theoretical and analytical applications of three-dimensional design in their advanced studio art classes. Fall Term, every year. **3 Hrs.**

ART 302 Painting
Studies in basic structure and color with emphasis on pictorial elements interpreted through the media of painting. Spring Term, every year. **3 Hrs.**

ART 303 Sculpture
The exploration of basic elements of three-dimensional form and space with special emphasis on the exploration of various styles, materials and techniques. Spring Term, every other year. **3 Hrs.**

ART 304 Printmaking
Exploration of the basic principles of printmaking through such media as wood cuts, linoleum cuts or serigraphy. Pictorial composition, sound procedure and techniques are stressed in the program. Fall Term, every year. **3 Hrs.**

ART 305 Advanced Studio
This course permits advanced individual exploration of techniques and principles introduced in the 200 level studio courses. The focus varies from semester to semester between two- and three-dimensional approaches with occasional thematic topics such as the human figure, still-life, collage/ montage/ assemblage, etc. Prerequisite: one studio course from ART 223, 302, 303, 304, 365, 301 or 311. Fall/Spring Terms, every year. Repeatable for a total of 12 Hrs. **3 Hrs.**

ART 306 History of Design
This course follows the quest to give form to ideas as traced from the pictographs painted on cave walls to the latest imaginative computer-generated designs. Students will be exposed to the creative thinkers, important innovations and breakthrough technologies that have shaped the evolution of visual communication. Fall Term, every other year. **3 Hrs.**

ART 308 19th Century Art: Rise of Modernism
This course explores developments in the painting and sculpture of Europe and America from the late 18th century age of "political revolution" to the early 20th century age of "artistic revolution." Artists like David, Gericault and Delacroix will be explored in the light of Enlightenment theories and revolutionary politics, followed by the socialist theories of the Realists Courbet and Daumier and concluding with the artistic innovations of Manet, Monet and Cezanne. Fall term, every year. **3 Hrs.**

ART 309 Ancient Art: The Birth of Art
This course will examine ancient artistic traditions in the Near East, Egypt, Greece and Rome. Special emphasis will be placed on expressive contrasts between the cultures of the Near East and West. Spring Term, every other year. **3 Hrs.**

ART 313 Medieval and Renaissance Art
The course will explore the development of Medieval and Renaissance art in Europe from the 6th to the 16th centuries, exploring stylistic and cultural changes as revealed in sculpture, painting and architecture. Spring Term, every other year. **3 Hrs.**

ART 315 20th and 21st Century Art: Modern Era
Critical examination of major trends in the visual arts from c. 1870 A.D. to the present, within the context of developments in science, philosophy, religion, politics, etc. Prerequisites: ART 215, 216 or permission of the instructor. Spring Term, every other year. **3 Hrs.**

ART 316 Baroque and Rococo Art
This course explores the art of Europe and America in the Baroque and Rococo age, which saw religious, scientific, navigational and artistic exploration. Artists like Caravaggio, Bernini and Rembrandt will be explored in the light of 17th and 18th century theories and discoveries, followed by the Rococo art of Watteau, Boucher and Elisabeth Vigee Le-Brun. Spring Term, every other year. **3 Hrs.**

ART 325 History of Photography
This course explores developments in photography from the earliest forms of photographic exploration with the camera obscura, to early experiments with the daguerreotype and calotype, to its gradual attempt to be accepted as an art form, and its present day experiments with the digital image. Spring Term, every other year. **3 Hrs.**

ART 329 Photography II
Further investigation of photography as a creative medium and the instruction of advanced photographic techniques. *Prerequisite: ART 227.* Spring Term, every year. **3 Hrs.**

ART 340 Non-Western Art History
In the newly forming global community the business world can only benefit from understanding cross cultural imagery in all aspects of human endeavor. The aim of this course is to demonstrate the use of the imagery as it relates to Non-Western religions, social aspects and political activities as it does in Western cultures. This course will enable students to achieve a better understanding of cultures whose backgrounds differ from their own by giving them another avenue for comprehending diversity. Spring Term, every other year. **3 Hrs.**

ART 365 Graphic Design II
In this course students will, by using the principles of design and layout, solve selling problems by creating original concepts, including headlines and position lines, exploring the use of typography, photography and illustration. Web design will be explored. *Prerequisite: ART 208. Spring Term, every year.* **3 Hrs.**

ART 400 Art Criticism
This course is designed to introduce students to various methods of art criticism and research from historical, iconographic and iconological perspectives. Meets writing intensive requirement. Spring Term, every other year. **3 Hrs.**

ART 406 Topics in Studio Art
An in-depth study of the specialized areas not included in the curriculum. Topics to be announced annually. As needed. **3 Hrs.**

ART 407 Topics in Art History
Focus on specific questions of style, traditions and influence as they relate to the emergence and development of art in Europe and America. Topics to be announced annually. As needed. **3 Hrs.**

ART 451 Independent Study: Studio
Advanced independent work in specialized areas of studio art for the mature, academically advanced student. Open to juniors and seniors with a B average in art and approval of the department. As needed. Repeatable for a total of 6 Hrs. **1-3 Hrs.**

ART 452 Independent Study: Art History
Advanced independent work in specialized areas of art history for the mature, academically advanced student. Open to juniors and seniors with a B average in art and approval of the department. As needed. Repeatable for a total of 6 Hrs. **1-3 Hrs.**

ART 497 Senior Critique
Developing a coherent art-critical position. This requires assembling a portfolio and providing written critical justification of artistic production and aims. To be directed on a rotating basis by department faculty and evaluated by the art faculty. *Prerequisite: Art major, senior standing, last semester.* Spring Term, every year. **3 Hrs.**

ART 498 Senior Paper
This capstone course consists of an independent exploration of interactions between the student's major and the chosen concentration. The specific topic is to be selected by the student in consultation with his/her art history advisor. To be directed on a rotating basis by department faculty and evaluated by the art faculty. *Prerequisite: Art major, senior standing, last semester.* Spring Term, every other year. **3 Hrs.**

BIOLOGY

BIOL 100 Biology for Non-Majors
An introduction to the principles of biology focused on evolution, ecology, modern genetics, and cell structure and function. Understanding the scientific method, the role of biology in modern society and the application of biological knowledge in daily life will be emphasized throughout the course. This course fulfills the lab science requirement for graduation. Three hours of lecture and three hours of laboratory each week. Lab fees apply. Fall Term, Spring term every year. **4 Hrs.**

BIOL 120 Introduction Medical Microbiology
A study of the structure and function of the human body with focus on cells, tissues and the integumentary, skeletal, nervous and reproductive systems. Laboratory study is designed to demonstrate anatomical structures and basic physiological principles. Three hours lecture and three hours laboratory a week. *Recommended prerequisite: CHEM 101. Lab fees apply. May not be counted toward a major except in Nursing and Music Therapy.* Fall Term, Every Year. **4 Hrs.**

BIOL 208 Principles of Biology I
A study of general ecological and evolutionary principles, with emphasis on the origins and diversity of living organisms, their interactions and their environment. Three hours of lecture and three hours of laboratory each week. Lab fees apply. Fall Term, Every Year. **4 Hrs.**

BIOL 209 Principles of Biology II
An introduction to the discipline of biology with a focus on molecular aspects. Topics will include cellular structure, division and metabolism, concepts of molecular biology such as DNA, RNA, protein synthesis and genetic processes. Laboratory emphasizes the scientific method. Three hours of lecture and three hours of laboratory each week. Lab fees apply. Spring Term, Every Year. *Recommended prerequisite: High school chemistry or CHEM 101 or 111.* **4 Hrs.**

BIOL 211 Human Anatomy and Physiology I
A study of the structure and function of the human body with focus on cells, tissues and the integumentary, skeletal, nervous and muscular systems. Laboratory study is designed to demonstrate anatomical structures and basic physiological principles. Three hours lecture and three hours laboratory a week. *Recommended prerequisite: CHEM 101. Lab fees apply. May not be counted toward a major except in Nursing and Music Therapy.* Fall Term, Every Year. **4 Hrs.**

BIOL 212 Human Anatomy and Physiology II
A study of the structure and function of the human body with focus on the endocrine, reproductive, cardiovascular, digestive, immune, respiratory and urinary systems. Laboratory study is designed to demonstrate anatomical structures and basic physiological principles. Three hours lecture and three hours laboratory a week. *Recommended prerequisite: BIOL 211 and CHEM 101. Lab fees apply. May not be counted toward a major except in Nursing and Music Therapy.* Spring Term, Every Year. **4 Hrs.**

BIOL 304 Ecology
Relationship of organisms to their environment; populations and communities; aquatic and terrestrial habitats; statistical methods. Laboratory includes both experimental and field studies. Three hours lecture and three hours laboratory a week. Lab fees apply. This course fulfills the writing intensive course requirement. *Prerequisite: Biology 208. Also recommended BIOL 311 and 320.* Spring Term, Odd Years. **4 Hrs.**

BIOL 305 Evolution
An examination of the process of evolution from the level of molecules to macro-evolution. Among the topics to be covered are origins of life, the fossil record, human evolution, adaptation, mechanisms of speciation, co-evolution, and genetics as a means of understanding mutation, rates of evolution (clocks) and gene flow. Three hours of lecture each week. Spring Term, Odd Years. **3 Hrs.**

BIOL 307 Introduction to Microbiology
Introduction to oceanography and marine biology emphasizing the ecology, distribution and classification of marine organisms. Three hours lecture and three hours laboratory a week; including one weekend field trip. Lab fees apply. *Prerequisite/co-requisite: BIOL 208.* Spring Term, Odd Years. **4 Hrs.**

BIOL 309 Marine Biology I
Introduction to oceanography and marine biology emphasizing the ecology, distribution and classification of marine organisms. Three hours lecture and three hours laboratory a week; including one weekend field trip. Lab fees apply. *Prerequisite/co-requisite: BIOL 208.* Spring Term, Odd Years. **4 Hrs.**

BIOL 311 Botany
A study of the ecology, physiology, and evolutionary adaptations of plants, with emphasis on local flora. Three hours of lecture and three hours of laboratory each week. Lab fees apply. *Prerequisite: BIOL 208.* Fall Term, every year. **4 Hrs.**

BIOL 315 Histology and Microtechniques
The study of animal cells, tissues and organs. Laboratory emphasizes practical experience in preparation of microscope slides. Three hours lecture and three hours laboratory per week. Lab fees apply. Spring Term, Even Years. **4 Hrs.**

BIOL 320 Zoology
A survey of the various animal phyla from the protists through the vertebrates. Emphasis is on the phylogenetic history, evolutionary trends and the relationship between structure and function among animals. Three hours of lecture and three hours of laboratory each week. Lab fees apply. Spring Term, Every Year. **4 Hrs.**

BIOL 330 Field Studies in Biology
Field studies in selected habitats or of particular groups of plants or animals. *Prerequisite: Principles of Biology I.* Fall Term Odd Years. **4 Hrs.**

BIOL 360 Biology Seminar
An introduction to reading and researching scientific literature and research proposal writing. The course also addresses issues dealing with ethical conduct as a scientist. This course fulfills the writing intensive requirement. Spring term, Every year. **3 Hrs.**

BIOL 390 Biology Lab Assistant
Practical experience as a laboratory assistant in the department. May be repeated once for credit. Grading is P/NR. *Prerequisite: 12 hours of biology with a grade of B or better and permission of the department.* Fall Term, Spring Term, Every Year. Pass/No Record **0 Hrs.**

BIOL 391 Biology Lab Assistant
Practical experience as a laboratory assistant in the department. May be repeated once for credit. Grading is P/NR. Prerequisite: 12 hours of biologywith a grade of B or better and permission of the department. Fall Term, Spring Term, Every Year. Pass/No Record Repeatable for a total of 2 Hrs. **1 Hr.**

BIOL 400 Cell Biology
Study of cell structure and physiology. Laboratory emphasizes research methods, including instruments and techniques used in studying cells. Three hours lecture and three hours laboratory a week. Lab fees apply. *Prerequisite: BIOL 209 and at least one year of college chemistry.* Spring Term, Every Year. **4 Hrs.**

BIOL 401 Comparative Physiology
Study of the function of vertebrate systems. Comparisons made to invertebrate systems where appropriate. Includes lecture and laboratory experimentation. Three hours lecture and three hours laboratory a week. Lab fees apply. *Prerequisite: BIOL 209 and 320.* Fall Term, Even Years. **4 Hrs.**

BIOL 402 Genetics
Principles of heredity and variation in plants and animals. Three hours lecture and three hours laboratory a week. Lab fees apply. *Prerequisite: BIOL 209.* Fall Term, Every Year. **4 Hrs.**

BIOL 403 Developmental Biology
A study of the development of animals set within the framework of classical embryology and current molecular biology. Emphasis will be placed on the molecular events which govern the processes of fertilization, cleavage, gastrulation, organogenesis and pattern formation. The laboratory will highlight experimental approaches to studying development. Lab fees apply. This course fulfills the writing-intensive course requirement. Three hours lecture and three hours laboratory per week. *Prerequisites: BIOL 209.* Spring Term, Odd Years. **4 Hrs.**

BIOL 450 Independent Study In Biology
Research projects in the area of the student's interest; written report and/or oral examination may be required. *Prerequisite: BIOL 208 and permission of the instructor.* Repeatable for a total of 6 Hrs. **1-4 Hrs.**

BIOL 470 Biological Investigation
Research projects are completed in the area of the student's interest and draw upon laboratory, field and/or library investigations. A written report and oral presentation are required. Fall Term, Spring. Repeatable for a total of 6 Hrs. **3 Hrs.**

BUSINESS ADMINISTRATION

BUSN 115 Introduction to Business
This course is an introduction to each of the principal areas of the business curriculum: accounting, finance, management and marketing, as well as the role of business in American society and the nature of the private enterprise system. Required in Traditional Undergraduate Program only. **3 Hrs.**

BUSN 207 Financial Accounting
This course introduces financial accounting principles. Topics to be covered include recording of transactions, preparation of various journals, posting of ledgers and preparation of income statements and balance sheets. **3 Hrs.**

BUSN 208 Managerial Accounting
This course is a study of the analysis and use of accounting data to manage enterprises. Topics include cost-volume-profit relationships, decision analysis, budgeting, standard costing, segment reporting and basic product costing methods. *Prerequisite: BUSN 207.* **3 Hrs.**

BUSN 305 Legal Environment of Business
This introduction to law emphasizes the legal and ethical rights and duties of the individual engaged in business. Topics to be covered include the Constitution, torts, crimes, agency, partnerships, corporations and ethics. *Prerequisite: sophomore standing.* **3 Hrs.**

BUSN 315 Business Law
This is a study of law as it affects the individual engaged in business. Topics include contracts, sales and negotiable instruments. **3 Hrs.**

BUSN 318 Financial Statement Analysis
This is a study of the analysis of financial statements by creditors and investors. Factors that impact the presentation of financial statement information are covered, as are the behavioral responses that result from financial analysis. Topics include the study of cutting edge technology that captures and retrieves financial data, the role of regulators in influencing presentation of data to the public and the dangers of misrepresented financial information. *Prerequisite: BUSN 207.* **3 Hrs.**

BUSN 319 Fraud and Business
This course is a study of fraud schemes that are executed by an entity's own employees and management and affect the entity. The behavioral and social factors motivating schemes involving asset misappropriations, corruption and fraudulent financial statements along with prevention and detection strategies for minimizing the risk of fraud related losses are also examined. *Prerequisite: BUSN 207.* **3 Hrs.**

BUSN 320 Business Ethics
Business ethics is "dilemma management," focusing on frameworks for decision-making. Using cases, the course explores individual, group, and corporate decision-making; government regulation, special interest groups and other constituencies; and the complexity of the ethical environment of business. *Prerequisite: junior standing.* **3 Hrs.**

BUSN 331 Human Resource Management
This course is a study of the personnel function in the organization. Topics covered include job design, staffing, performance appraisal, training and development, compensation and collective bargaining. Current topics in the law (OSHA, Fair Employment Regulations, etc.) which affect the personnel function are considered. **3 Hrs.**

BUSN 333 Principles of Management
This is a basic survey of management theory with emphasis on the functional and task requirements of management and behavioral considerations. Specific topics include the planning, organizing and controlling functions of management; contemporary models of organizational design; motivation and performance; and group behavior and influence processes. **3 Hrs.**

BUSN 340 Principles of Marketing
This is a study of the interrelationship between marketing functions and the other primary functions of firms or organizations. An analytical survey is made of the problems of product planning, pricing, promotion, channels of distribution and legislation affecting marketing activities as related to the satisfaction of individual consumer and societal wants and needs. **3 Hrs.**

BUSN 341 Advertising
This course examines the concepts, methods and materials of advertising, from early twentieth-century to contemporary practice. We will explore the techniques of preparing a campaign from the research stage through market analysis and media plan, to creative design and final pitch. *Prerequisite: COMM 101 or BUSN 340.* Spring Term. **3 Hrs.**

BUSN 351 Consumer Behavior
This course provides an overall view of some of the basic perspectives of consumer behavior. An interdisciplinary approach will be stressed including the fields of economics, psychology, sociology and anthropology as related to marketing. Emphasis is placed on the fundamental processes of motivation, perception and learning, as well as analysis of individual and group influences as related to the marketing of goods and services. *Prerequisite: BUSN 340.* **3 Hrs.**

BUSN 353 Promotion Management
This course is a study of the promotion activities of personal selling, advertising, public relations/publicity and sales promotion as part of overall marketing strategies and budgets. *Prerequisite: BUSN 340.* **3 Hrs.**

BUSN 355 Capitalism
This course in business and history investigates the origins, dynamics, structures, and trajectories of American capitalism from its birth during the Industrial Revolution of the 1700s until today. While this course focuses on American capitalism as an economic and social system, it also studies the ways in which American capitalism shapes, and is shaped by, the wider American experience. **3 Hrs.**

BUSN 360 Corporate Finance
This course introduces the basic concepts, principles and analytical techniques of corporate financial management. Topics include financial statement analysis, time value of money, valuation of stocks and bonds, the relationship between risk and return, cost of capital, capital budgeting and long-term financing decisions. Emphasis is placed on understanding how financial decisions affect firm value in a risk-return framework. *Prerequisites: BUSN 208; ECON 203 and 204; and MATH 206.* **3 Hrs.**

BUSN 372 Personal Financial Management
This course studies management of personal and family affairs. It includes income and expenditure planning, credit and borrowing, personal savings, taxes, insurance, social security, investing and retirement and estate planning. **3 Hrs.**

BUSN 420 International Business
This course surveys and analyzes similarities and differences in management and business practices in selected countries in diverse parts of the world. Evaluation of socio-economic, political, legal, educational and cultural factors on managerial decision-making and business practices in specific environments. Some use of case analysis. *Prerequisites: ECON 203 and 204.* **3 Hrs.**

BUSN 420 International Business
This course surveys and analyzes similarities and differences in management and business practices in selected countries in diverse parts of the world. Evaluation of socio-economic, political, legal, educational and cultural factors on managerial decision-making and business practices in specific environments. Some use of case analysis. *Prerequisites: ECON 203 and 204.* **3 Hrs.**

BUSN 421 Organizational Behavior
An examination of the behavioral aspects of organizations within our society, this course includes consideration of the interrelationships between the individual, informal and formal groups; group formation, cohesiveness, conformity and norms; interpersonal communications; conflict; authority, power and influence; leadership, motivation and performance. **3 Hrs.**

BUSN 432 Entrepreneurial Enterprises
A study of the entrepreneur and the skills required for successful entrepreneurship. Case studies and guidance from successful local entrepreneurs will assist the students as they develop their own business plan. *Prerequisite: BUSN 207,208, or permission of the instructor.* **3 Hrs.**

BUSN 433 Introduction to Entrepreneurship
This course examines the skills, concepts, mental attitudes and knowledge relevant to creating and managing a new venture. The capabilities gained apply to potential entrepreneurs interested in starting a new business, as well as to those interested in taking over an existing business. The course looks at the nature of the entrepreneur, the entrepreneurial process, and some of the critical ingredients in success and failure. In particular, it examines the driving forces behind the process, namely the founders and the market opportunities. Sophomore standing. **3 Hrs.**

BUSN 451 Interactive and Direct Marketing
An examination of the technology, processes and marketing principles critical to the success of interactive, e-commerce, and direct marketing companies, products and projects. Extends the student's understanding of the principles of marketing to the fastest growing and most dynamic sector of the world economy. Combines recitation, case study and applied experimental learning. *Prerequisite: BUSN 340.* **3 Hrs.**

BUSN 452 Marketing Management
Marketing strategies used by management under a variety of circumstances and within a variety of business and organizational settings are the focus of this course. The case analysis method is used. *Prerequisite: BUSN 340.* **3 Hrs.**

BUSN 453 Marketing Research
This is an introduction to the research and methods used in the marketing process. Areas given emphasis include sources of market data, sampling surveys, interpretation of data and the relationship of market research to the policies and functions of a business. *Prerequisites: BUSN 340 and MATH 206.* **3 Hrs.**

BUSN 454 International Trade
This course includes topics on international payments, international economic theory, contemporary economic nationalism, international investment and currency problems and the commercial policies of foreign countries. May be taken as ECON 454. *Prerequisites: ECON 203 and 204.* **3 Hrs.**

BUSN 455 Personal Selling
This course focuses on the fundamentals of personal selling with an emphasis on the development of professional selling skills. Since selling is an essential key to success in the marketing process, understanding selling is essential for all marketers. The course combines recitation, case study, and applied experiential learning. *Prerequisite: BUSN 340.* **3 Hrs.**

BUSN 460 Business Systems
Using the operations rubric of a supply chain and/or the marketing rubric of the consumer value chain, the course approaches business from a systems perspective. The objective is to focus on basic concepts in systems thinking. This course bridges the gap between the functional nature of the core curriculum and the integrative nature of the capstone course in Strategic Management. In addition, the course introduces, re-enforces and enhances concepts of operations management and the use of information systems in the management of the enterprise. *Prerequisites: BUSN 333 and 340.* **3 Hrs.**

BUSN 470 Investment Analysis
This course relates the economic and investment environment to security investment decisions. It includes an introduction to the concepts and techniques relevant to the formulation of investment objectives, strategies and policies for individual and institutional investors and an elementary treatment of portfolio theory and the capital asset pricing model. *Prerequisite: BUSN 360.* **3 Hrs.**

BUSN 474 Advanced Financial Management
This course provides an in-depth study of financial theory, analysis and application in selected areas. Topics include advanced valuation techniques, risk and return, cost of capital, capital structure theory and policy, dividend policy, capital budgeting, real options, mergers and acquisitions and working capital management. *Prerequisite: BUSN 360.* **3 Hrs.**

BUSN 476 Financial Markets and Institutions
This course describes the various financial markets and the financial institutions that serve those markets. The course will focus on the behavior of major financial institutions, including commerical banks, and their role in the intermediation process as suppliers of funds to the money and capital markets. Other topics include primary and secondary financial markets, treasury and agency securities markets, municipal securities markets, financial futures markets and stock markets in the U.S. and worldwide. *Prerequisite: BUSN 360.* **3 Hrs.**

BUSN 478 Seminar in Finance
This course provides an in-depth treatment of advanced problems in managerial finance. Topics include working-capital management, capital budgeting, cost of captial, valuation, dividend policy and long-term financial management. *Prerequisite; BUSN 470 and BUSN 474.* **3 Hrs.**

BUSN 485 Strategic Management
This is the capstone course for the major requiring basic knowledge of accounting, finance, economics, marketing management, legal environment, and international business. It is designed to develop analytical skills in strategy formulation and implementation and an integrated view of business operations. It also provides a basic grasp of policy problems in a variety of business and governmental settings through the use of case studies. *Prerequisites: Admission to the major, and BUSN 305, 333, 340, 360 and 420.* **3 Hrs.**

BUSN 492 Topics in Business
This course is designed to investigate and evaluate current topics or specialized areas of business. Course topics are announced the semester preceding the offering. Prerequisite: To be designated for each specific course offered. Repeatable for a total of 12 Hrs. **3 Hrs.**

BUSN 495 Independent Research/Study
This course provides an opportunity for an individually designed program of directed readings or a research project. Each study or project requires approval of the supervising professor and the division chairman. Open to senior Business majors with a 3.000 grade point average in the major. **1-3 Hrs.**

CHEMISTRY

CHEM 101 General Chemistry I
This course includes the structure of the atom; the structure of the nucleus and nuclear chemistry; the Periodic Table; chemical bonding; solids, liquids and gases; stoichiometric relationships; the properties of solutions; colloidal systems; chemical equilibria; and hydrocarbons. Three hours lecture per week. Designed for non-science majors. *Corequisite: CHEM 101L.* **3 Hrs.**

CHEM 101L General Chemistry I Laboratory
This laboratory introduces the student to elementary glass-working, general laboratory equipment and techniques, the principles of quantitative operations and qualitative analysis. Three hours laboratory per week. Lab fees apply. **1 Hr.**

CHEM 111 Chemistry Principles I
The study of atomic and molecular structures, electronegativity, the relationships of the Periodic Table, covalent, ionic and metallic bonding, molecular orbitals and enthalpy. Three hours lecture per week. Designed primarily for science majors. *Corequisite: CHEM 111L.* **3 Hrs.**

CHEM 111L Chemistry Principles I Laboratory
This laboratory introduces students to general laboratory equipment and techniques and the principles of gravimetric analysis. Three hours laboratory per week. Lab fees apply. **1 Hr.**

CHEM 112 Chemical Principles II
The study of chemical equilibria, reaction rates, free energy, electro-chemistry, acids, bases and pH and an introduction to carbon chemistry. Three hours lecture per week. Designed primarily for science majors. *Prerequisite: CHEM 111 or its equivalent. Corequisite: CHEM 112L.* **3 Hrs.**

CHEM 112L Chemistry Principles II Laboratory
This laboratory introduces buffers, colligative properties, semi-micro techniques and volumetric and qualitative analysis. Lab fees apply. **1 Hr.**

CHEM 303 Organic Chemistry I
Introductory course including an integrated survey of the more important compounds of the aliphatic and aromatic series; emphasis on problems in organic synthesis. Three hours lecture per week. *Prerequisite: CHEM 112 or permission of the instructor. Corequisite: CHEM 303L.* **3 Hrs.**

CHEM 303L Organic Chemistry Laboratory I
This course introduces the student to the basic experimental techniques of chemical synthesis of organic compounds. Three hours laboratory per week. Lab fees apply. *Prerequisite: CHEM 112L.* **1 Hr.**

CHEM 304 Organic Chemistry II
Theoretical course treating the mechanisms of organic reactions in terms of modern structural *theories. Three hours lecture per week. Prerequisite: CHEM 303 or permission of the instructor. Corequisite: CHEM 304L* **3 Hrs.**

CHEM 304L Organic Chemistry Laboratory II
A continuation of Laboratory 303L and the introduction of the student to organic qualitative analysis. Three hours laboratory per week. Lab fees apply. *Prerequisite: CHEM 303L.* **1 Hr.**

CHEM 305 Quantitative Analysis
Introduction to the theory and practice of quantitative analytical chemistry. Topics include volumetric analysis, spectroscopy, electrochemistry and chromatography. Three hours lecture per week. This course fulfills the writing-intensive course requirement. *Prerequisite: CHEM 112. Corequisite: CHEM 305L.* **3 Hrs.**

CHEM 305L Quantitative Analysis Laboratory
This laboratory introduces the student to the techniques of making accurate and precise measurements in the laboratory, with an emphasis on volumetric, gravimetric and electrochemical analysis methods. Three hours of laboratory per week. Lab fees apply. **1 Hr.**

CHEM 307 Instrumental Analysis II
A second course in analytical chemistry, treating the theory and operation of electronic instrumentation. Three hours lecture per week. *Prerequisite: CHEM 305 or permission. Corequisite: CHEM 307L.* Spring Term, Even Years. **3 Hrs.**

CHEM 307L Instrumental Analysis Laboratory
This laboratory introduces the student to design, construction and operation of chemical instruments, as well as the proper selection of analytical techniques for solving chemical problems. Three hours of laboratory per week. Lab fees apply. *Prerequisite: CHEM 305.* Spring Term, Even Years. **1 Hr.**

CHEM 308 Physical Chemistry
Study of the structure of gases, the physical properties of matter, the laws of thermodynamics and the principles of equilibria. Three hours lecture per week. *Prerequisites: CHEM 112, PHYS 101, MATH 121, 122 or permission of the instructor. Corequisite: CHEM 308L* Fall Term, Even Years. **3 Hrs.**

CHEM 308L Physical Chemistry Laboratory
Introduction to basic devices for precise physical and chemical measurements. Three hours laboratory per week. Lab fees apply. *Prerequisite: CHEM 307L or permission of the instructor.* Fall Term, Even Years. **1 Hr.**

CHEM 309 Physical Chemistry II
Application of physical and mathematical principles to chemical systems: quantum mechanics, atomic structure, molecular structure, computational methods and spectroscopy. *Prerequisite: CHEM 308. Corequisite: CHEM 309L.* Spring Term, Odd Years. **3 Hrs.**

CHEM 309L Physical Chemistry II Laboratory
This laboratory introduces methods in computational chemistry and advanced spectroscopy. *Corequisite: CHEM 309.* **1 Hr.**

CHEM 320 Advanced Inorganic Chemistry
A study of the reactions and properties of inorganic elements based on electronic structure and periodic properties. *Prerequisite: CHEM 304.* **3 Hrs.**

CHEM 390 Chem Lab Assistant
Practical experience as a laboratory assistant in the department. Chemistry 390 may be repeated once. *Prerequisites: 8 hours of chemistry with a grade of B or better and permission. Pass/No Record* **0-0 Hrs.**

CHEM 391 Chem Lab Assistant
Practical experience as a laboratory assistant in the department. *Prerequisites: 8 hours of chemistry with a grade of B or better and permission.* Pass/No Record Repeatable for a total of **2 Hrs. 1-1 Hr.**

CHEM 401 Biochemistry
Survey of Biochemistry: proteins, carbohydrates, lipids, nucleic acids, biotechnology and metabolism. *Prerequisite: CHEM 303.* Spring Term, Even Years. **3 Hrs.**

CHEM 401L Biochemistry Laboratory
This laboratory is an introduction to modern biochemical techniques with an emphasis on protein and nucleic acid methods. *Co-requisite: CHEM 401.* Spring Term, Even Years. **1 Hr.**

CHEM 403 Biochemistry I
Study of protein conformation and function; mechanisms and regulation of enzyme action; generation and storage of metabolic energy. Three hours lecture per week. *Prerequisite: CHEM 303.* Fall Term, Even Years. **3 Hrs.**

CHEM 403L Biochemistry I Laboratory
Basic principles and techniques of biochemistry laboratory investigation introduced; work is quantitative in nature. Three hours laboratory per week. Lab fees apply. *Prerequisite: CHEM 304L or permission of the instructor.* Fall Term, Even Years. **1 Hr.**

CHEM 404 Biochemistry II
Study of the metabolism of biomolecules: biosynthesis of macromolecules; storage, transmission and expression of genetic information. *Prerequisite: CHEM 403 or permission of the instructor. Corequisite: CHEM 404L* Spring Term, Odd Years. **3 Hrs.**

CHEM 404L Biochemistry II Laboratory
This course is a continuation of Laboratory 403L with special emphasis given to advanced biochemical methodology and to quantitative measurement. Three hours laboratory per week. Lab fees apply. *Prerequisite: CHEM 403L.* Spring Term, Odd Years. **1 Hr.**

CHEM 430 Topics in Chemistry
This course provides the opportunity for a faculty member and a group of interested students to study a subject that is not offered on a regular basis in the curriculum. Topics are announced annually. May be repeated for credit under different subtitles. *Prerequisites: Vary with topic.* **1-4 Hrs.**

CHEM 450 Directed Individual Study
Individual research conducted by the student. Three, six or nine hours of consultation and laboratory work per week. *Prerequisite: Open to advanced students by permission of the instructor.* **1-4 Hrs.**

COMPUTER INFORMATION SYSTEMS

CIS 110 Fundamentals of Microcomputers
This course introduces the fundamentals the personal computer (PC) with emphasis on the use of the PC to improve personal productivity. Application topics include word processing, spreadsheet, database, presentation graphics and communication software. **3 Hrs.**

CIS 120 Advanced Microcomputer Fundamentals
This course provides advanced instruction in personal productivity applications using word processing, spreadsheet, database and presentation graphics software. *Prerequisite: CIS 110 or permission of the department.* **3 Hrs.**

CIS 230 Introduction to the Internet
An overview of the Internet from an end-user perspective. Topics include the structure and uses of the Internet, use of web browser software and creating personal web pages. *Prerequisite: CIS 110 and sophomore standing or permission of the department.* **3 Hrs.**

CIS 270 Introduction to Information Systems
An overview of the nature and uses of information systems in today's society. Topics range from hardware and software technologies to issues of privacy and ethics. Intended for both IS and non-IS majors. Fall Term, Spring Terms, every year. **3 Hrs.**

CIS 290 Introduction to Digital Multimedia
An introductory study of the computer technologies, creative skills and software tools employed in the digital arts. Topics include graphics, sound and video. Concepts will be applied through an introductory examination of digital arts software. Emphasis is on the use of multimedia technologies rather than the computer science of multimedia technologies. This course is intended for all majors. *Prerequisite: A basic familiarity with personal computer systems.* Fall. **3 Hrs.**

CIS 300 Information Systems in Global Enterprise
This course focuses on IT environments around the world, national infrastructures and regulatory regimes, global IT applications, global IS development strategies, global management support systems and global IT management strategies. The course provides an in-depth understanding of managing information resources across national borders, time zones, cultures, political philosophies, regulatory regimes and economic infrastructures. Spring Term, Odd years. **3 Hrs.**

CIS 310 Applications Programming I
An introduction to software engineering methodologies and the development of software applications using RAD tools. Topics include interface design, structured programming and file input/output. Programming concepts are applied using a current software development environment. *Prerequisites: MATH 105 (with a minimum grade of C), PHIL 204.* **3 Hrs.**

CIS 315 Management Information Systems
All types of business, both large and small, are using information systems, networks, and Internet technology to conduct more of their business electronically, achieving new levels of efficiency and competitivenss. This course is an investigation of information systems within organizations. The course studies information systems from both technical and behavioral perspectives and the changes information systems are bringing to organizations and management. **3 Hrs.**

CIS 330 Applications Programming II
Extension of the concepts and skills presented in CIS 240. Topics include object oriented programming, database connectivity, client-server software development and an overview of software development systems. Programming concepts are applied using a current software development environment. *Prerequisite: CIS 310.* **3 Hrs.**

CIS 350 Systems Analysis and Design
Concepts, principles, tools and techniques of information systems analysis and design. Students will complete a significant systems analysis and design project. *Prerequisite: CIS 310.* **3 Hrs.**

CIS 370 Database Management Systems
Design and development of database management systems. Topics include file systems, the relational database model, structured query language and normalization and database design. Students will complete the detailed physical design and implementation of a database system. *Prerequisite: CIS 350.* **3 Hrs.**

CIS 410 Networking and Telecommunications
In-depth coverage of telecommunications fundamentals, including voice-video-data for LAN, MANN and WAN network systems. Topics include data communication and telecommunication concepts, models, and standards. Installation, configuration, systems integration and management of the technologies will be practiced. *Prerequisite: CIS 350.* **3 Hrs.**

CIS 450 Project Management and Practice
Factors necessary for successful management of major projects. Topics include both the technical and behavioral aspects of project management and the project management body of knowledge (PMBOK). Intended for both Business and IS majors. *Prerequisite: CIS 350 or permission of the department.* **3 Hrs.**

CIS 470 Senior System Project
Advanced IS majors engage in and complete the design and implementation of a significant information system. Project management, management of the IS function and systems integration are components of the project experience. *Prerequisite: CIS 350.* **3 Hrs.**

CIS 490 Current Issues in Computer Information Systems
An advanced readings course dealing with relevant issues in the IT industry. Topics include current and evolving standards, current and emerging technologies, government regulation, e-commerce, IT workforce management, security, ethics and privacy. *Prerequisite: CIS 370.* **3 Hrs.**

CIS 492 Topics in Computer Information Systems
An investigation of specialized areas of computer information systems not covered by other courses. Course topic is announced the semester preceding the offering. *Prerequisite: to be determined for each specific course offered. Maybe repeated with different subtitles.* **3 Hrs.**

CIS 495 Directed Reading/Independent Study
A program of directed readings or a research project. Requires approval of the supervising professor and the Dean of the College. Open to senior majors in Information Systems with a GPA of 3.0 in the major. **1-3 Hrs.**

COMMUNICATION

COMM 101 Introduction to Communication Studies
This course surveys the processes of communication, and explores the way they work in such contexts as relationships, groups and organizations. The course includes such topics as perception and listening; the development, dissolution and maintenance of relationships; group decision-making; public persuasion; and mediated communication. Fall Term, Spring Terms. **3 Hrs.**

COMM 200 Public Speaking
This course develops student ability to prepare and deliver an effective speech for a variety of purposes. Topics include overcoming speech anxiety; composing appropriate beginnings and endings; choosing organizational patterns; and improving diction and body language. Fall Term, Spring Terms. **3 Hrs.**

COMM 204 Introduction News Writing/Editing
This course examines newspaper methods and the techniques of news writing, emphasizing basic editing. This course fulfills the writing-intensive requirement. *Prerequisites: COMM 101 and ENGL 110 and 120.* Fall Term, Spring Terms. **3 Hrs.**

COMM 207 Advanced Expository Writing
This expository writing course designed to help students in all majors improve their writing skills. This course fulfills the writing-intensive requirement for communication majors. *Prerequisite: English 120. Students may elect this course as ENGL 207.* Spring Term. **3 Hrs.**

COMM 213 Practicum: Queens Chronicle
Practical work in producing the student newspaper, The Queens Chronicle, The course features regular workshops with instructor and editors. *Prerequisite: COMM 204.* Fall Term, Spring Terms, every year. Repeatable for a total of 4 Hrs. **2 Hrs.**

COMM 231 History of Film
Introduction and historical analysis of cinema from the silent era to the contemporary avant garde. The course surveys technological developments, the evolution of popular genres and the achievements of significant directors and their landmark films. Students may elect this course as DRAM 231. Fall Term, odd years. **3 Hrs.**

COMM 233 Television History/Criticsm
This course surveys television history, including broadcast milestones, the entertainment and educational potential and the imprint on American society. Students will examine American mass culture through the window of television programming, explore the economic dimensions of the medium and investigate new technologies. Students may elect this course as DRAM 233. Fall Term, even years. **3 Hrs.**

COMM 302 Elements of Actuality: Audio, Video and Performance
Beginning with classical rhetoric's emphasis on the ethos of a messenger (enacted in a reporter's performance), this course introduces and develops student abilities as storytellers across electronic media platforms. By studying the nature and contributions of the sound and image elements required to communicate actuality on radio, television, film and multimedia, students will find out how to tell an evocative story ethically. **3 Hrs.**

COMM 304 Advanced News Writing: Print
Advanced study of the techniques of writing news, emphasizing the development of specialized skills and research techniques. *Prerequisite: COMM 204.* Spring Term. **3 Hrs.**

COMM 305 Organizational Communication
This course explores theories of organizational communication that help analyze the ways communication builds, maintains and transforms organizations. Topics include communication in management; interpersonal relationships in the workplace; communication in small groups and teams; networking. Fall Term, Spring Term. **3 Hrs.**

COMM 309 Media Aesthetics
This course focuses on the fundamental components of mass media and how they serve message-makers, help influence audiences and structure industries. Students will explore light, color, framing, space, time, motion, sound, editing and words--alone and in concert--as a path to creating and evaluating content. Fall Term, odd years. **3 Hrs.**

COMM 310 Advanced News Writing: Broadcast
This course explores the broadcast journalism, examining the history of the industry, the structure of television newsrooms, changing professional environements and career opportunities in the field. Further, it gives students experience in writing and announcing radio and television news scripts. *Prerequisites: COMM 101 and 204.* Spring Term, odd years. **3 Hrs.**

COMM 311 Critical Approaches to Media
This course introduces multiple perspectives in media analysis by requiring students to engage media texts (from news to advertising, on radio, television, and websites) as the object of critical social-political analysis. Students will explore theoretical vocabulary and resources to analyze mass media in socio-political and economic contexts. Students will learn to examine artifacts from the multiple perspectives of message senders, message receivers, media technologies and media industries as well as through conceptual filters provided by different academic disciplines. Spring Term, odd years. **3 Hrs.**

COMM 312 Nonverbal Communication
This course examines the various theories and applications of nonverbal communication in both personal and professional contexts. Topics include: body movement and gestures; clothing and personal artifacts; facial expression and eye behavior; use of space and territory; touching behavior; paralanguage and voice characteristics; and deception detection. The elements of nonverbal communication will be examined in the contexts of interpersonal relationships, the workplace and cultural differences. Fall Term, odd years. **3 Hrs.**

COMM 315 Fundamentals of Layout and Design
This course introduces the forms and functions of typography and layout techniques. Students apply their knowledge to manipuate print and image in effective and creative webpage and print design. Spring Term, even years. **3 Hrs.**

COMM 317 Gender and Communication
This course applies theories of gender studies to various communication contexts. Topics include gender roles and stereotypes; gender differences in verbal and nonverbal communication; gendered processes of socialization; images of gender in the media; and mixed vs. same sex group interactions. *Prerequisite: COMM 101,* Spring Term. **3 Hrs.**

COMM 322 Interpersonal Communication
This course examines the individual's interaction with others in relationships. We consider such concepts as identity, self-disclosure, listening behavior and interpersonal conflict. *Prerequisite: COMM 101.* Fall Term. **3 Hrs.**

COMM 327 Intercultural Communication
This course examines the relationship between communication and culture. Defining culture is the first challenge. Other topics include acculturation, prejudice, stereotyping and cultural competence. *Prerequisite: COMM 101.* Spring Term, odd years. **3 Hrs.**

COMM 335 Persuasion
Grounded in rhetorical theory, the art of persuasion has reemerged as a critical skill in both personal and mediated communication contexts. This course examines the strategies individuals and organizations use to persuade people to take a particular side in decisions that rely on opinion. Topics include the importance of credibility, logic and emotion with regard both to evaluating and creating persuasive messages. *Prerequisite: COMM 101.* Fall Term. **3 Hrs.**

COMM 341 Advertising
This course examines the concepts, methods and materials of advertising, from early twentieth-century to contemporary practice. We will explore the techniques of preparing a campaign from the research stage through market analysis and media plan, to creative design and final pitch. *Prerequisite: COMM 101 or BUSN 340.* Spring Term, every year. **3 Hrs.**

COMM 342 Public Relations
This course introduces the stragtegies and ethics of how organizations and individuals manage their public images. *Prerequisite: COMM 101.* Fall Term, every year. **3 Hrs.**

COMM 343 Mass Communication
In this course students will analyze the forms, messages, social impact and economic structures of the mass media. Topics include the changing landscape of national and global media industries; the structure and design of media content; the role of media in public perceptions of ideas, events, institutions and people. *Prerequisite: COMM 101.* Fall Term, odd years. **3 Hrs.**

COMM 344 Small Group Communication
This course analyzes the processes of small group communication, particularly in the context of task-oriented and decision-making bodies. Topics include the stages of group development;the dynamics of group interaction, productivity and satisfaction; team-building leadership and other group roles; decision-making; and managing conflict. *Prerequisite: COMM 101.* Spring Term, odd years. **3 Hrs.**

COMM 350 Independent Study
Students may investigate a communication topic in depth with a faculty mentor. Open to junior and senior majors with a 3.0 average in communication. *Prerequisites: COMM 101, 204.* Fall Term, Spring Terms, every year. **1-3 Hrs.**

COMM 351 Film Studies
This course focuses on the art of film and will explore such topics as film criticism, film genres (science fiction, film noir, the musical), foreign films, film and society and the works of selected studios or directors (such as John Ford, Alfred Hitchcock, Frank Capra, Steven Spielberg). Spring Term, odd years. **3 Hrs.**

COMM 352 History of American Journalism
This course explores the history of journalism in America from the colonial period to the present. Though it will focus on print journalism, it will consider as well the revolutionary significance of electronic journalism. This course will trace the continuities and changes in the ways in which news is defined, gathered, produced, and critiqued in American life and politics; and it will investigate in detail the lives and times of some of America's more intriguing journalists, from Peter Zenger to William Lloyd Garrison; from Ida Tarbell and the "Muckrakers" to H.L. Mencken; from early radio to TV news to the World Wide Web. *Prerequisite: HIST 203 or HIST 204 or COMM 101 and COMM 204.* Spring Term, odd years. **3 Hrs.**

COMM 353 "We interrupt this Broadcast!"
This course in the history of American journalism examines the intersection of historical event and journalistic report and traces the complex ways in which journalism and history intersect, interact, compliment and contradict each other. The course focuses specifically on the news stories that were part of the American experience since World War II. The Bomb, the Cold War, McCarthyism, the Kennedy Assassination, the Civil Rights Movement, Vietnam and Watergate, the Fall of the Berlin Wall, the Clinton impeachment, the Iraq Wars and 9/11--these are some of the political stories to examine. But not all the top stories were political: the birth of Rock and Roll, the Women's Movement, generational rebellion in the Sixties, the birth of the Internet--these too were some of the big stories since 1945. In the process of investigating these stories, the course will explore the effect of the media on the American experience, and the impact of the American experience on the structure, practice and values of the American media. *Prerequisite: HIST 204 or COMM 101 and COMM 204.* Spring term, even years. **3 Hrs.**

COMM 360 Topics in Communication
Intensive consideration of a single topic in communication. The topics for the course will vary from offering to offering and may range from considering the work of a single individual to a study of a general movement. Recent topics have included Middle East Media, Political Communication and Cross-Generational Communication. May be taken twice with different subtitles. As scheduled. Repeatable for a total of 6 Hrs. **3 Hrs.**

COMM 364 Media Law and Ethics
This course analyzes media policies and practices with respect to their political or practical generation, ethical enactment and social impact, including such topics as government regulation of the media, the influence of pressure groups, media influence and libel and privacy laws. *Prerequisite: COMM 101 and 204.* Spring Term, every year. **3 Hrs.**

COMM 480 Communication Theory
The study of various communication theories as they frame research questions and influence conclusions. Theories range from basic conceptions of the communication process through interpersonal, public and mass communication. *Prerequisites: COMM 101, COMM 200, COMM 204 or COMM 207.* Fall Term. **3 Hrs.**

COMM 485 Communication Research
Students will study quantitative and qualitative approaches to communication research. Students will apply an appropriate approach to investigate a topic in-depth for their Capstone Research paper. Fall Term, every year. *Prerequisites: Senior standing and at least 27 hours in the major.* **3 Hrs.**

CORE PROGRAM IN THE LIBERAL ARTS

CORE 112 Noble Lives
Today's students live in a diverse and multicultural world that makes it increasingly challenging to understand what it means to be a noble person. This course explores the lives of several noble persons and the cultures and experiences that shaped them. CORE 112's Defining Questions: What does it mean to live a noble life? What can pre-modern traditions teach us about nobility today? What can "nobility" mean in an increasingly democratic, twenty-first century world? How do noble people inspire us to act? **4 Hrs.**

CORE 122 Modern Citizenship
Building on examples of noble lives from the first semester, this course will explore what it means to apply those lessons in the American context. In particular, students will experience what it means to be an active and responsible citizen in the modern world. CORE 122's defining questions: What are the rights and responsibilities of American citizenship? How have the definition and cultural meaning of citizenship changed over time? How have the economic, technological and globalizing transitions of the modern era challenged the practice of citizenship? How can we sustain and remain active American citizens in a rapidly changing and expanding society? **3 Hrs.**

CORE 222 Global Citizenship
During the sophomore year, students will explore what it means to be a noble person who is actively engaged in the world. In particular, students will investigate the political, economic and social issues shaping other nations and the world. Using this new perspective, students will then seek to understand the responsibilities that accompany citizenship in an increasingly interdependent world. CORE 222's defining questions: How can Americans better understand other cultures? What does it mean to be a global citizen? How does a region or nation's place in the world impact its global rights and responsibilities? What are some of the most pressing problems in the world and why do they exist? How might a global citizen approach resolving some of these problems? **3 Hrs.**

CORE 412 Applying Ethics
This case-based course refines and applies the powers of critical thinking and ethical judgment developed in earlier CORE Program courses. It begins with an examination of ethical theories and then applies them to a variety of issues. CORE 412's defining questions: What ought I to do in this or that situation? What kind of person do I want to be? What do I regard as the best possible life? What do I regard as a good or just community? **3 Hrs.**

COMPUTER SCIENCE

CSCI 131 Computer Science I
Problem-solving processes, algorithmic design, structured programming in a procedural language, debugging and testing techniques; Pascal is the current implementation language used. *Prerequisite: Placement into category A or B on the Mathematics Proficience Test or permission of the instructor.* **3 Hrs.**

DRAMA

DRAM 103 Sounds of Standard American English
Students may major in English-Drama in the traditional undergraduate program. Such a major provides the opportunity for concentrated work in dramatic literature and theatrical production. Electives may be chosen from the related fields of literature, dance and music. This major will introduce the student to all phases of theatrical and dramatic theory and practice. The writing-intensive course requirement is met with ENGL 205. **3 Hrs.**

DRAM 231 Film History and Critcism
Introduction and historical analysis of the development of cinema from the silent era to the contemporary avant garde; includes survey of technological developments, the evolution of popular genres and the achievements of significant directors and their landmark films. Students may elect this course as COMM 231. Alternates with DRAM 233, every other year. **3 Hrs.**

DRAM 233 Television History/Criticism
A survey of the 50-year history of the medium, including its broadcast milestones, the entertainment and educational potential and the imprint on American society. Students will examine American mass culture through the window of television programming, explore the economic dimensions of the medium and investigate new technologies. Students may elect this course as COMM 233. Alternates with DRAM 231, every other year. **3 Hrs.**

DRAM 250 Beginning Acting
Introduction to basic principles of acting theory and accompanying illustrative exercises; relaxation, observation, concentration, imagination, alignment, improvisation, etc. Fall Term, every year. **3 Hrs.**

DRAM 303 World Drama: Greek to Renaissance
Survey of dramatic literature from ancient Greece to the Renaissance, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the period. Students may elect this course as ENGL 303. Fall Term, every year. **3 Hrs.**

DRAM 304 World Drama: Renaissance to Modern
Survey of dramatic literature from the Renaissance to the time of Ibsen with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the period. Students may elect this course as ENGL 304. Spring Term, every year. **3 Hrs.**

DRAM 315 Theatrical Production Technique
Introduction to the technical elements of theatrical production: scenery, lighting, costumes, sound, properties, public relations, etc. This course examines these elements both individually and collectively as integral parts of a totally conceived and executed theatrical production. Students will complete individual projects as a part of this course. Fall Term, even years. **3 Hrs.**

DRAM 317 Practicum in Play Production
Opportunity for practical application of principles of set construction, lighting, costumes, make-up, publicity, etc., in the production of a play. 1, 2, or 3 Hrs. Fall Term, Spring Term, every year. **1-3 Hrs.**

DRAM 318 Acting Practicum
Admission by audition. Those students who are cast in a Queens University of Charlotte theater production will be (or may be) registered for this course. Credit through this course is valuable for all students cast in a production, regardless of major. Students cast in productions are not compelled to receive academic credit. 1, 2 or 3 Hrs. Fall Term, Spring Term, every year. 1-3 Hrs.

DRAM 327 Modern Drama
Study of world drama from the realism of Ibsen through naturalism, expressionism and symbolism to the current avant-garde theater. Students may elect this course as ENGL 327. As needed. **3 Hrs.**

DRAM 336 Tragedy
An examination of the nature of tragedy with attention to plot, protagonist, philosophic content and effect upon audience. Students may elect this course as ENGL 336. Spring Term, odd years. **3 Hrs.**

DRAM 337 Comedy
An examination of the nature of comedy with attention to plot, character and the manipulation of language and traditional "lazzi." Students may elect this course as ENGL 337. Spring Tern, even years. **3 Hrs.**

DRAM 350 Advanced Acting
Continued study of acting through text, topic, and/or productions and practical application of acting theory and technique by way of participation in rehearsal, development, and workshop presentation of scenes and/or monologues. *Prerequisite: DRAM 250.* This course may be repeated for credit up to six hours. Spring Term, every year. Repeatable for a total of 6 Hrs. **3 Hrs.**

DRAM 352 Directing for the Theater
Introduction to the basic principles of theatrical production from the viewpoint of the director; theoretical exploration of composition, picturization, movement, rhythm, and pantomimic dramatization and practical application of the above in the direction of a scene. *Prerequisites: DRAM 250 and 317.* Fall Term, year varies depending upon need. **3 Hrs.**

DRAM 355 Topics in Dramatic Literature
Intensive consideration of a single problem in dramatic literature. The topic for this course will vary from term to term and may range from a consideration of the work of a major playwright to a study of a single genre or intellectual movement. May be taken twice with different subtitles. *Prerequisites: junior or senior standing; ENGL 200 or CORE 210.* As needed. **3 Hrs.**

DRAM 450 Directed Studies
Independent investigation of an area in dramatic literature, theater or speech. Open to junior and senior majors with a 3.000 grade point average in English/Drama. 2-6 Hrs. As needed. **2-6 Hrs.**

DRAM 451 Senior Project
Independent study/project for the senior drama major. The student will choose an area of particular interest (design, acting, directing, playwriting, dramatic literature, etc.) within the field of drama/theater and complete a project/research paper in that area. This course is a culmination of work done throughout the student's academic career. As needed. **3 Hrs.**

ECONOMICS

ECON 203 Macroeconomics
This is an introductory survey of aggregate economic principles; the scope and method of economics; business organizations; money and prices; national income theory; economic stabilization policies and international trade. **3 Hrs.**

ECON 204 Microeconomics
This is a survey of economic principles, dealing with specific components of the economy and their application to economic problems; basic demand and supply theory; the theory of production and income distribution; agriculture, government regulation and labor organizations. **3 Hrs.**

ECON 300 Topics in Economics
This course is designed to investigate and evaluate current topics or specialized areas of economics. Course topics are announced the term preceding the offering. May be repeated with different topics. *Prerequisite: Designated for each topic offered.* **3 Hrs.**

ECON 351 Money and Banking
This is a study of the fundamental principles and practices of the money and credit systems of the United States; financial institutions, commercial banking, the Federal Reserve System, monetary theories and policy. *Prerequisites: ECON 203 and 204, BUSN 207 and 208.* **3 Hrs.**

ECON 355 American Capitalism
This course in business and history investigates the origins, dynamics, structures, and trajectories of American capitalism from its birth during the Industrial Revolution of the 1700s until today. While this course focuses on American capitalism as an economic and social system, it also studies the ways in which American capitalism shapes, and is shaped by, the wider American experience. **3 Hrs.**

ECON 454 International Trade
This is a study of international payments, international economic theory, contemporary economic nationalism, international investment and currency problems and the commercial policies of foreign countries. May be taken as BUSN 454. *Prerequisites: ECON 203 and 204.* **3 Hrs.**

EDUCATION

EDUC 201 Diversity in Education
In this course we will investigate both the similarities and differences within cultures, race, gender, ethnicity, sexual preference, classism, religion and exceptionalities. This will be accomplished through self-exploration and various activities. These topics will be discussed in terms of our educational system. Our focus will be to examine various methods for teaching diversity within a K-6 curriculum. *Prerequisite: sophomore status or above.* Spring Term, every year. **3 Hrs.**

EDUC 221 Foundation of American Education
Sociological, historical and philosophical background, purposes and concepts basic to the development of public education in the United States. Primarily for sophomore level students; required of all students in teacher education. A field experience is required. Fall Term, every year. **3 Hrs.**

EDUC 225 Curriculum and Instruction in the Elementary School
Curricular planning and development skills with emphasis on designing and implementing integrated activities, developing individualized materials and classroom organization and management. A field experience is required. *Prerequisite for other methods and materials courses.* Fall Term, every year. **3 Hrs.**

EDUC 260 Teaching Children with Special Needs in Elementary School
This course is designed to prepare preservice teachers to effectively work with and teach sutdents with special needs. Emphasis will be placed on specific methodologies that relate to the theory and practice of teaching students with special needs. Emphasis will also be placed on helping preservice teachers learn to consider learning environments, cultural, and socioeconomic factors in addition to student abilities when selecting effective teaching strategies for learners with special needs. *Prerequisite: sophomore status or above.* Fall Term, every year. **3 Hrs.**

EDUC 270 Educational Technology
Students will gain an understanding of the basic concepts of hardware and software and the uses of the computer in instructional programs by identifying, evaluating and selecting effective course ware, identifying and/or developing teaching strategies necessary to integrate course ware into the ongoing instructional program and using the computer for Computer Assisted Instruction and Computer Managed Instruction. This course fulfills the writing-intensive course requirement. Spring and Summer Terms, every year. **3 Hrs.**

EDUC 299 Exploratory Internship in Education
This internship is to provide students with the opportunity to explore career options though on-side experiences in educational settings. This internship does not count toward the major. Instructor permission required. Repeatable for a total of 6 Hrs. **1-3 Hrs.**

EDUC 300 Teaching Fellows Course
This course is designed to expose students identified as North Carolina Teaching Fellows to the Charlotte-Mecklenburg School system. Students will participate in hands-on applications of education principles and community leadership. The course is designed to focus on the philosophies of teaching in North Carolina public schools, curriculum and instruction and the developmental needs of K-12 students. As needed. **3 Hrs.**

EDUC 304 Classroom Management and Conflict Resolution
This course offers practical strategies relating to assessment, classroom management and instructional technologies. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. *Prerequisite: sophomore status or above.* Spring Term, every year. **3 Hrs.**

EDUC 305 Literature for Children
Book selection and the integration of knowledge of children and books; includes evaluating types of literature and planning ways of using books with children. This course is designed primarily for education majors. As needed. **3 Hrs.**

EDUC 310 Educational Psychology
Study of those principles and theories of psychology that have direct application to the classroom. Emphasis will be on development, learning, motivation, classroom management and assessment. Students will participate in six field placements in which they will observe contemporary research in authentic classroom situations. Fall Term, Summer Terms, every year. **3 Hrs.**

EDUC 335 Critical Issues in Education and School Comm
This course will discuss the origin, development, and current status of elementary school curriculum and evaluate the trends and issues likely to influence the curriculum in the schools. This course will also explore social, historical, political and philosophical issues that impact K-12 education nationally and internationally. Special emphasis will be placed in diversity and equality issues, leadership, parental involvement, community service and ethical advocacy. *Prerequisite: Sophomore status or above.* Fall Term, every year. **3 Hrs.**

EDUC 345 Content Area Reading
The importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials, both functional and recreational; classroom strategies for facilitating reading comprehension; and vocabulary-building methodologies. Required for secondary teacher certification in all areas. Fall Term, every year. **3 Hrs.**

EDUC 352 Topics in Education
Intensive consideration of a problem in education that is not offered on a regular basis in the curriculum. The topics for the course will vary from term to term. *Prerequisite: Sophomore status or above.* As needed. **3 Hrs.**

EDUC 401 Teaching Reading and Language Arts
Curriculum and teaching strategies in the language arts with emphasis on the inter-relatedness of all language processes including reading, writing, listening, speaking, viewing and visually representing. Includes an overview of basic reading skills and methods for teaching reading and the writing process. Integration of the language arts in all curricular areas is studied. A field experience is required. Spring Term, every year. **3 Hrs.**

EDUC 402 Diagnosis and Correction inTeaching Reading
Teaches students how to identify, interpret and prescribe strategies to meet the needs of those experiencing difficulty in reading. Formal and informal diagnostic measures are studied. A school experience of working with students who have reading difficulties is required. *Prerequisite: EDUC 401.* Fall Term, every year. **3 Hrs.**

EDUC 404 Mathematics Methods and Materials
Provides a comprehensive overview of developmentally appropriate teaching methods, materials, resources and strategies related to effectively teaching mathematics concepts in elementary schools. Emphasis will be placed on reasoning, problem solving and the integration of mathematics in other areas of the elementary school curriculum. A field experience is required. **3 Hrs.**

EDUC 411 Methods/Materials of Social Studies
Examines methods, current trends and content of effective social studies teaching with emphasis on relationships among social science discipline areas in a multicultural society. Emphasis will be placed on developing thinking skills and problem solving and on the relationship of the social studies to other areas of the elementary school curriculum. An integrated field experience is required. MAT Students only. Summer Term, every year. **3 Hrs.**

EDUC 412 Methods/Materials of Science
Examines developmentally appropriate teaching methods, materials, resources and strategies related to designing effective science learning experiences in elementary schools. Emphasis will be on connectedness of science to other areas of the elementary school curriculum. An integrated field experience is required. Fall Term, every year. **3 Hrs.**

EDUC 436 Secondary Methods/Materials
Study of teaching methods, resources, materials and strategies as related to general secondary school teaching and specific content area teaching. *Prerequisite to student teaching; normally to be taken in fall term of senior year. A field experience is required.* Fall Term, every year. **3 Hrs.**

EDUC 449 Practicum Student Teaching
Course is designed for those students with extensive experience or certification in teaching in one area who now desire certification in area of experience or second area certification. Will include directed observation and student teaching in selected schools. Offered on demand. Student Teaching Fee Applies. *Prerequisite: Permission of the Instructor.* Fall Term, Spring Term, every year. Pass/Fail **3-6 Hrs.**

EDUC 450 Individual Studies in Education
Programs of study for experienced classroom teachers, following their interests and needs, are planed with the help of the instructor. Persons intersted in enrolling in Education 450 must confer with the instructor in person or by letter prior to the beginning of the course so that individual study plans may be formulated. Offered on demand. *Prerequisite: Classroom teaching experience and permission of the instructor.* **1-3 Hrs.**

EDUC 451 Postpracticum Elementary Education
This seminar course, which follows student teaching and is part of the professional block, is designed to provide the final integration of the theoretical and practical aspects of the education profession. Through seminar topics and individual study, students will assess and strengthen the understandings and competencies required of teachers in elementry education. As needed. Pass/Fail **2 Hrs.**

EDUC 452 Postpracticum Seminar - Secondary Education
This seminar course, which follows student teaching and is part of the professional block, is designed to provide the final integration of the theoretical and practical aspects of the education profession. Through seminar topics and individual study, students will assess and strengthen the understandings and competencies required of teachers in secondary education. As needed. Pass/Fail Repeatable for a total of 4 Hrs. **2 Hrs.**

EDUC 498 Supervised Internship - Elementary
This practicum includes direct observation of the lateral entry teacher, assessment of classroom competencies required for NC A level licensure, and collaborative support with assigned mentors and school administrators. Required seminars are scheduled through the semester. *Prerequisites: All licensure requirements must be completed before the end of this semester.* **3 Hrs.**

EDUC 498C Supervised Internship - Secondary
This practicum includes direct observation of the lateral entry teacher, assessment of classroom competencies required for NC A level licensure, and collaborative support with assigned mentors and school administrators. Required seminars are scheduled through the semester. *Prerequisites: All licensure requirements must be completed before the end of this semester.* **3 Hrs.**

EDUC 498G Supervised Internship
This practicum includes direct observation of the lateral entry teacher, assessment of classroom competencies required for NC A level licensure, and collaborative support with assigned mentors and school administrators. Required seminars are scheduled through the semester. *Prerequisites: All licensure requirements must be completed before the end of this semester.* **3 Hrs.**

EDUC 499 Professional Internship
This course is the culminating experience for Phase I of the MAT program. Students will spend 13 weeks as interns in two supervised, assigned placements in the Charlotte Mecklenburg School System. Through this internship, students will integrate the theoretical and clinical dimensions of Phase I coursework through direct classroom experience. Reflective Journal, Case Studies. Final Course in Phase I. Student Teaching Fee Applies. Pass/Fail **12 Hrs.**

EDUC 499A Professional Internship - Elementary
Directed observation and student teaching in selected schools, grades K-6; seminars are scheduled throughout this period. Student Teaching Fee Applies. Pass/Fail **12 Hrs.**

EDUC 499C Professional Internship - Secondary
Directed observation and student teaching in selected schools, grades 9-12. Seminars are scheduled throughout this period. Student Teaching Fee Applies. Pass/Fail **12 Hrs.**

EDUC 499D Professional Internship - Foreign Language
Directed observation and student teaching in selected schools, grades K-12. Seminars are scheduled throughout this period. Student Teaching Fee Applies. Pass/Fail **12 Hrs.**

EDUC 499G Professional Internship
Course is designed for those students with extensive experience or certification in teaching in one area who now desire certification in area of experience or second area certification. Will include directed observation and student teaching in selected schools. Offered on demand. Student Teaching Fee applies. *Prerequisite: Permission of the Instructor.* Fall Term, Spring Term, every year. Pass/Fail **3-6 Hrs.**

ENGLISH

ENGL 110 Composition I
Development of the student's writing skills and introduction to research techniques. Emphasis is on the creation and revision of a variety of writing projects. Prerequisite for all other courses in the department. Fall Term every year in both the day and HC, and every summer. **3 Hrs.**

ENGL 120 Composition II
Further development of the student's writing and research skills with focus on critical thinking and argumentation. Prerequisite for all other courses in the department. Spring Term every year in both the day and HC, and every summer. **3 Hrs.**

ENGL 205 Introduction to Literary Studies
Introduction to the field of English studies, including critical theory, genres, research techniques, and advanced writing skills. Required of all students who plan to major in English (Literature and Writing Tracks). The course should be taken before or immediately after the declaration of the English major. This course fulfills the University writing-intensive requirement. *Prerequisite: English 120 (or the equivalent) or permission of the department.* Spring Term, every year in the day, every other year in HC. **3 Hrs.**

ENGL 206 Introduction to Creative Writing
Study of principles of creative writing, with special attention to the various forms. The course will include study of principles of writing, with special attention to observation and reflection, form and meaning, modern usage and effective expression. **3 Hrs.**

ENGL 207 Advanced Expository Writing
Designed to help students in all majors improve their writing skills. *Prerequisite: English 120 credit or permission of the department. Students may elect this course as COMM 207 in the traditional Undergraduate Program, as OCOM 207 in HC.* Every term, alternating day (Fall) and HC (Spring). **3 Hrs.**

ENGL 210 British Literature to 1660
Historical survey and critical exploration of the major periods, genres and attitudes of English Literature from the Anglo-Saxon period and the Middle Ages through the Renaissance. The works of Chaucer, Shakespeare and Milton are highlighted. Primarily for sophomores; 210 need not be taken before 220, but both should be taken early in the major as foundations for later courses. Prerequisite for all other British Literature courses in the traditional Undergraduate Program. Offered every year in the day, every other year in HC. **3 Hrs.**

ENGL 220 British Literature 1660 to Present
Historical survey of the major movements and periods of English literature from the Restoration and Neo-classicism through 19th-century Romanticism and Realism to the Modern period. ENGL 210 and 220 should be taken early in the major as foundations for later courses. This course, along with ENGL 210, serves as the prequisite for all other courses in British Literature in the traditional Undergraduate Program. Offered Spring Term, every year in the day, every other year HC. **3 Hrs.**

ENGL 230 Survey of American Literature
Historical survey of the major movements and writers in American literature from the colonial period to the mid-19th century. This course, along with English 240, serves as the prerequisite for all other courses in American literature in the traditional Undergraduate Program. Offered Fall Term, every other year in the day, every other year in HC. **3 Hrs.**

ENGL 240 Survey of American Literature 1865 to Present
Historical survey of the major movements and writers in American literature from the era of realism at the end of the 19th century to the present. This course, along with English 230, serves as the prerequisite for all other courses in American Literature in the traditional Undergraduate Program. Offered Spring Term, every year in the day, every other year in HC. **3 Hrs.**

ENGL 300 World Literature
Study of world literature from the ancient to the modern. Emphasis on authors, genres, periods or themes may vary. *Prerequisite: ENGL 110 and 120 or the equivalent.* Offered Spring Term, odd years in the day and every summer. **3 Hrs.**

ENGL 303 Ancient Greece to Renaissance
Survey of dramatic literature from ancient Greece to the Renaissance, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the periods. Students may elect this course as DRAM 303. Offered every year in the day (term may vary); not offered in HC. **3 Hrs.**

ENGL 304 Drama Renaissance to Modern
Survey of dramatic literature from the Renaissance to the time of Ibsen, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the period. Students may elect this course as DRAM 304. Offered every year in the day (term may vary); not offered in HC. **3 Hrs.**

ENGL 307 Advanced Composition
An intensive study of the writing of creative nonfiction, focusing on advanced techniques of prosody, exposition, descriptive detail and narrative voice. All instruction and discussion is revision-based. Prerequisites: English 110, 120, and either 207 or 306, or permission of the department. Offered every year in the day, every other year in HC. **3 Hrs.**

ENGL 308 Writing of Poetry
Advanced practice in writing of poetry and in scholarly criticism of contemporary poetry. This course is for serious poets with understanding of and experience in free verse and traditional forms. *Prerequisite: ENGL 306.* Offered every year in the day, every other year in HC. **3 Hrs.**

ENGL 309 Chaucer and Medieval Literature
Readings in medieval English literature with emphasis on Chaucer's *Canterbury Tales. Prerequisite: ENGL 210 or permission of the instructor.* Offered Fall Term, every year in the day, every other year in HC. **3 Hrs.**

ENGL 310 Writing of Fiction
An intensive study of the writing of short fiction, focusing on a command of point of view, plot and the use of selective detail to evoke both character and setting. Students will be expected to write approximately 30 pages of completed work, with extensive revisions over the course of the semester. *Prerequisite: ENGL 306.* Offered every year in the day, every other year in HC. **3 Hrs.**

ENGL 313 Shakespeare
Representative comedies, histories, tragedies and romances with emphasis on Shakespeare's development as a dramatic artist. *Prerequisite: ENGL 210 or permission of the instructor.* Offered Spring Term, every year in the day, every other in year HC. **3 Hrs.**

ENGL 318 The 17th Century
Study of poetry, drama and prose with emphasis on Jonson, Donne and the Metaphysicals and Milton. *Prerequisite: ENGL 210 or permission of the instructor.* Offered Fall Term, odd years, in the day only. **3 Hrs.**

ENGL 320 Linguistics
Historical survey of the English language with emphasis on etymology, modern grammar and contemporary usage (both written and spoken). Offered Fall Term, odd years. **3 Hrs.**

ENGL 322 19th Century British Literature
Critical study of the development of Romanticism and its influence throughout the Victorian period. Readings include poetry, nonfiction prose and the novel. Emphasis on authors, genres or themes may change. *Prerequisite: ENGL 220 or permission of the instructor.* Offered every other year, term varies, in the day and in HC. **3 Hrs.**

ENGL 324 19th Century American Literature
Critical examination of major works and literary movements in nineteenth century American Literature, including the American "Romantics," the poetry of Emily Dickinson and Walt Whitman, the development of the American novel, the development of slave narratives and protest literature, the rise of Realism and the development of an American literary identity. *Prerequisite: ENGL 230 or permission of the instructor.* Offered every other year, term varies, in the day and in HC. **3 Hrs.**

ENGL 325 The Novel
Development of the novel as a literary form using selected works of fiction from the 18th century to the present. Offered as needed in the day and in HC. **3 Hrs.**

ENGL 327 Modern Drama
Study of world drama from the realism of Ibsen through naturalism, expressionism and symbolism to the current avant-garde theater. Students may elect this course as DRAM 327. Offered every other year, term varies, in the day only. **3 Hrs.**

ENGL 329 Literature of Modernism
Intensive study of the technical innovations and themes of modernism in European and American Literature in the first half of the 20th century. Offered every other year, term varies, in the day and in HC. **3 Hrs.**

ENGL 332 African American Literature
Critical examination of work by African American authors and of movements within the African American literary tradition, which has developed both within and outside of dominant American culture. Topics may include the slave-narrative tradition, the Harlem Renaissance, Black protest novels, literary explorations of the African diaspora, African American literary theory and the development of an African American literary identity. *Prerequisite: ENGL 230 or permission of the instructor.* Offered as needed. **3 Hrs.**

ENGL 333 Southern Literature
Study of growth and development of the literature of the American South. with emphasis on unique regional qualities of subject, theme and style. Offered as needed. **3 Hrs.**

ENGL 335 Women Writers
Study of the works of a wide range of women writers all over the world, ranging from the Greco-Roman to the Contemporary. Offered as needed. **3 Hrs.**

ENGL 336 Tragedy
An examination of the nature of tragedy with attention to plot, protagonist, philosophic content and effect upon audience. Students may elect this course as DRAM 336. Offered Spring Term, odd years, in the day only. **3 Hrs.**

ENGL 337 Comedy
An examination of the nature of comedy with attention to plot, character and the manipulation of language and traditional "lazzi." Students may elect this course as DRAM 337. Offered Spring Term, even years, in the day only. **3 Hrs.**

ENGL 350 Contemporary Literature
An examination of authors, genres and movements prominent on the literary scene since 1950. Topics will vary. May be repeated once with different topic. Offered Fall Term, even years in the day, every other year in HC. **3 Hrs.**

ENGL 351 Literature and Film
Study of the relationship between the narrative and dramatic arts and their counterparts in film. Focus on works of prose and/or drama and their film adaptations to explore the story-telling techniques unique to each medium. Themes to be studied will vary, but may include, for example, the adaptations of selected novels and plays into film; the cinematic qualities of avant garde novels and plays; and the "literary" qualities of selected films. Offered as needed. **3 Hrs.**

ENGL 355 Special Studies in Literature
Intensive consideration of a single topic in drama, fiction or poetry. The topic for the course will vary from term to term and may range from a consideration of the work of a major writer to a study of a single genre or intellectual movement. May be taken twice with different subtitles. Offered as needed. **3 Hrs.**

ENGL 455 Independent Study: Drama, Fiction, Poetry
Independent study of a topic in drama, fiction, or poetry resulting in a research paper. Open to junior and senior majors with a minimum 3.000 grade point average in English. Student must have taken at least six hours of upper-level English courses and have permission of the department. **1-3 Hrs.**

ENGL 460 Studies in Literature and Criticism
Examination and interpretation of literary works in light of modern critical theories. Readings include critical essays and selected works by major authors. Seminar for seniors only. Offered every year in the day, every other year in HC. **3 Hrs.**

ENVIRONMENTAL SCIENCE

ENVR 101 Environmental Science
A study of some of the environmental issues confronting our modern society. Selected scientific principles are considered for a basic understanding of environmental problems, and some attention is given to the role of science and technology in the development and possible solutions of the problems. Specific topics include natural ecosystems, human population, food production, energy, transportation, water pollution and air pollution. Fall Term, Spring Term, every year. Lab fee applies. **4 Hrs.**

ENVR 102 Introduction to Geology
This course covers Earth properties and the dynamics of geologic systems to provide a basic understanding of the resources, environments, and evolution of our planet. The course considers Earth materials, interior structure of the planet, Earth surface processes, landform development, environmental geology, and physical evolution of the Earth. Specific topics include minerals and rocks, plate tectonics, ocean basins, continents, river and groundwater systems, glaciers, volcanism and earthquakes. Laboratory or Field work. This course requires one weekend field trip. Fall Term, every year. Lab fee applies. **4 Hrs.**

ENVR 201 Physical Geography
The simple ingredients of water, soil, rocks and gravity combine to produce wonderfully complex landscapes on earth. In order to learn how the earth works, this course examines how earth's physical processes (e.g., hydrology, geology, geomorphology, climatology) create and modify those landscapes. The design and execution of field research techniques in physical geography (field notes, sketching, soil and water sampling, and mapping) will be emphasized through team and individual research projects. Briefly considered is how landscapes affect other natural phenomena such as vegetation and wildlife. *Prerequisite: ENVR 101 or BIOL 100 or BIOL 208 or CHEM 111 or permission of instructor.* Spring Term, odd years. Lab fee applies. **4 Hrs.**

ENVR 202 Conservation Biology
This course focuses on the protection and management of biodiversity. Topics include species conservation, causes and consequences of declines in global biodiversity, habitat fragmentation, management approaches, biological reserve design, restoration of ecosystems, sustainable use of biological resources and the role of conservation biologists in policy making. *Prerequisites: ENVR 101, BIOL 208, or permission of instructor.* As needed. **3 Hrs.**

ENVR 204 Tropical Island Systems
Tropical islands, often surrounded by thousands of square miles of ocean, have developed from a careful balance of geologic, climatic and biologic processes. Human activities, too, have evolved as a part of these tightly connected ecological systems. However, isolation leaves these systems and the people that depend on them vulnerable. This course is intended to provide an overview of the social and ecological processes operating on tropical islands. Specifically, we will examine how islands are formed, how mangrove forest and coral reef ecosystems function, how sustainable devlopment of islands might work, and how island cultural norms affect natural resource management. Special consideration will be given to the islands of Micronesia. No prerequisite. As needed. **3 Hrs.**

ENVR 250 Topics in Environmental Science
This course provides an opportunity for students and faculty to pursue a subject that is not offered on a regular basis in the curriculum. May be repeated for credit under different subtitles. Lecture and laboratory hours may vary. As needed. Repeatable for a total of 6 Hrs. **3 Hrs.**

ENVR 300 Research Methods
This course is designed to prepare students to conduct independent research projects in their senior year. The course will be organized around a group research project. The course will develop skills in research planning; experimental design; use of field, laboratory, and computer techniques; statistical analysis; preparation, criticism, and oral presentation of study plans; communication of research findings. *Prerequisites: ENVR 101, ENVR 102, BIOL 208, CHEM 111, or PHYS 101.* As needed. **3 Hrs.**

ENVR 301 Geographic Information Systems
Geographic Information Systems (GIS) is a powerful computer tool used not only for making maps, but also for managing and analyzing information shown on the map. Understanding the location and the status of any landscape feature (and how that status might have changed over time) greatly improves our knowledge of how the landscape works. This course aims to provide students a combination of mapping theory and practical knowledge of ArcGIS software. Spring Term, even years. **3 Hrs.**

ENVR 302 Soil and Water Science
This course will examine the components and processes of soil, a dynamic, complex, multi-dimensional environmental system. Soil is a global natural resource vital for water, nutrient, and energy cycling, food production, and environmental conservation. Topics covered will include soil physical, chemical, and biological properties and functions; water, nutrient and energy cycles; plant growth; land use and environmental quality; and impacts on society and culture. This introductory course will instill awareness of soil as a basic natural resource, the use and exploitation of which has considerable influence on human society and life in general. This course requires segnificant outdoor lab work. **4 Hrs.**

ENVR 450 Independent Study
This course allows students to pursue independent research projects in areas of the student's interest. Written reports and/or oral examinations will be required. This course may be taken more than once for credit, but total credits may not exceed six hours. *Prerequisite: Permission from instructor. 1, 2, 3 or 4 Hrs.* As needed. **4 Hrs.**

ENVR 460 Environmental Science Seminar
Invited guests, faculty and students present oral reports on topics of their specific interest and experience in environmental science and related fields. One hour per week lecture or discussion. May be repeated for credit. *Prerequisite: BIOL 208, CHEM 101, ENVR 101 or permission of instructor.* As needed. **4 Hrs.**

ENVR 490 Senior Project
This course consists of an independent research project. The topic and its scope are determined by the student in consultation with a faculty member. Careful research technique, critical evaluation of data, depth of specialized knowledge, independence and originality are cultivated as the project develops. An oral defense before Division of Science and Mathematics faculty and written thesis are required. Senior Project may be taken twice for projects that span two semesters 2 Hrs. *Prerequisite: ENVR 101 and ENVR 300.* As needed. Repeatable for a total of 4 Hrs. **2 Hrs.**

FRENCH

FREN 101 Elementary French I
Introduction to the French language with emphasis on vocabulary and listening, speaking, reading and writing skills. Fall Term, Spring Term, every year. **3 Hrs.**

FREN 102 Elementary French II
Introduction to the French language with emphasis on vocabulary and listening, speaking, reading and writing skills. Fall Term, Spring Term, every year. **3 Hrs.**

FREN 220 Intermediate French Grammar and Composition
Review and more advanced study of the language with emphasis placed on structure and the written expression of thoughts. Fall Term, every year. **3 Hrs.**

FREN 230 Intermediate French Reading and Conversation
Review and more advanced study of the language with emphasis placed on oral use and readings of various texts. Spring Term, every year. **3 Hrs.**

FREN 310 Advanced Grammar/Translation
A thorough review and expansion of French grammar with emphasis on translation. This course fulfills the writing-intensive course requirement. Spring Term, odd years. **3 Hrs.**

FREN 320 Advanced Composition
Application of the principles of French grammar through writing to increase fluency. This course fulfills the writing intensive course requirement. Fall Term, odd years. **3 Hrs.**

FREN 330 Reading for Comprehension/Vocabulary
Development of reading skills through the study of various journalistic, historical and literary texts in order to increase vocabulary and enhance comprehension. Fall Term, even years. **3 Hrs.**

FREN 340 Advanced Conversation
Advanced oral training through discussions, debates and presentations with stress on pronunciation, intonation and correct modes of expression. Spring Term, even years. **3 Hrs.**

FREN 343 French Literary Classics
Consideration of major literary works from various periods of French literature, chosen for their values as contribution to world literature. As needed. **3 Hrs.**

FREN 350 French Literature
The study of major literary works with the goal of understanding some of the important cultural, socioeconomic and political ideas that have shaped French society. Fall Term, even years. **3 Hrs.**

FREN 360 Issues of French Life
The study of cultural, socioeconomic and political issues facing French-speaking countries as well as the historical trends which have shaped present-day society. Fall Term, odd years. **3 Hrs.**

FREN 370 Topics in French Studies
Course designed to address a specific topic or area of French studies. Topic will be announced the semester preceding the offering. Spring Term, every year. May be repeated with different topics. Repeatable for a total of 6 Hrs. **3-6 Hrs.**

FREN 372 Elementary Translating
Comparative analysis of translated texts; questions of restructuring texts and adding or subtracting material; style/audience relationship; simple translations from source language to English; sight translation. Fall Term, even years. **3 Hrs.**

FREN 374 Advanced Translating
Study of professional journals in the field of translation; specific problems of source/target language equivalents; expansion of working dictionaries; oral reports on work in progress; translating of substantial text(s) in field of specialization. Texts may be scientific, technical, commercial, scholarly or literary, depending on field of specialization. As needed. **3 Hrs.**

FREN 400 Directed Readings In French
Directed study of a topic requiring the use of French-language sources. As needed. May be repeated with different topics. Repeatable for a total of 36 Hrs. **1-3 Hrs.**

FREN 401 Independent Practicum in French
An independent study of a topic of interest to a student. Projects must require the use of the target language (French). 1, 2, or 3 hours. As needed. May be repeated with different topics. Repeatable for a total of 36 Hrs. **1-3 Hrs.**

GERMAN

GERM 101 Elementary German I
Presentation of the basic structure of the language, with emphasis on correct oral and written use of the language. Fall Term, Spring Terms. As needed. **3 Hrs.**

GERM 102 Elementary German II
Review of grammar, composition and conversation, based upon readings on the culture and civilizations of German-speaking countries, as needed. **3 Hrs.**

GERM 201 Intermediate German I
Review of grammar, composition and conversation, based upon readings on the culture and civilizations of German-speaking countries. As needed. **3 Hrs.**

GERM 202 Intermediate German II
Continued study of grammar, composition and conversation, based upon readings on the culture and civilizations of German-speaking countries. As needed. **3 Hrs.**

GERM 370 Topics in German Studies
Course designed to address a specific topic or area of German studies. Topic will be announced the semester preceding the offering. May be repeated with different topics. As needed. **3 Hrs.**

HUMAN and COMMUNITY SERVICES

HCSV 101 Introduction to Community Services
This course will introduce the student to historical development of the human service profession and the models of service delivery. Topics will include the philosophy, values, concepts, language, problems and broad scope of human services, as well as exposure to various agencies and agency policies. **3 Hrs.**

HCSV 306 Research Methods
Introduction to research methods and statistical procedures in social science. Emphasis on mastering fundamental scientific and technological skills associated with literature review, research design, data collection, data analysis, data graphics, data interpretation and scientific writing. Particular attention to program evaluation is included. *Prerequisite: PSYC 201 or Soci 203 and Math 206.* **3 Hrs.**

HCSV 306L Lab in Research Methods
A laboratory course focused on design, analysis, and reporting of a variety of social science experiments and program evaluation. *Prerequisite: PSYC 201 or Soci 203 and Math 206.* **1 Hr.**

HCSV 350 Independent Study
Independent investigation of a topic through a program of directed readings or research project. Requires prior approval of the supervising professor. **1-3 Hrs.**

HCSV 352 Topics in Human and Community Services
Investigation of a single topic or area of human and community services. The topic may vary from term to term. May be taken more than once with different subtitles. **3 Hrs.**

HCSV 400 Senior Seminar in Human and Community Services
The capstone course of the program. The course requires the integration of the major theories and principles from each of the preceding courses so that the student creates a defining perspective of the entire program of study. *Prerequisites: HCSV 101, HCSV 306 and HCSV 306L.* **3 Hrs.**

HISTORY

HIST 201 Emergence of the West
A survey of the history of civilization from the ancient world to the European crises of the seventeenth century, with emphasis upon the political, social and intellectual development of Western civilization. Fall Term, every year. **3 Hrs.**

HIST 202 West in the World
A survey of the history of civilization from the end of the religious wars and the emergence of the great European powers to the crises of the twentieth century and nuclear age, with emphasis generally upon the political, social and intellectual development of Western civilization. Spring Term, every year. **3 Hrs.**

HIST 203 United States to 1877
This course offers a survey of American history, beginning with an exploration of early Native American cultures and ending with a study of the American Civil War and Reconstruction. The class will focus its attention on the important social, political and economic issues at play that created the unique tapestry of American cultural life in the colonial, revolutionary, and early national periods of American history. An effort will be made to connect developments in early American history to contemporary events shaping our lives. Students will be introduced to a range of primary source evidence from the American past, including diaries, speeches, laws, fiction, photographs, paintings, statistics and the like. Fall Term, every year. **3 Hrs.**

HIST 204 United States Since 1877
This course offers a survey of the meaningful events in America's recent past that have shaped who we are as a people and a nation today. Special attention will be paid to the themes of race and the reformulation of national identity, the rise of the modern nation-state, presidential leadership, and the connection between capitalism and the rise of a consumer-based popular culture. Assignments include grading the best and worst twentieth century presidents, debating whether the 1920s flapper was a feminist, and advising international leaders on the direction of their foreign policy during the cold war. An effort will be made to connect each topic we examine to current events as they unfold in contemporary American life. Spring Term, every year. **3 Hrs.**

HIST 299 Introduction to Research Techniques
This course will serve as an introduction to the research techniques and argumentative writing employed by historians and lawyers. Emphasis will be placed on introducing students to a wide range of primary source analysis, including standard legal materials and exploring in depth how to craft an argumentative research paper. Students will be required to produce a substantial and originally researched paper at the end of the semester. This course fulfills the writing-intensive course requirement. Fall Term, every year. **3 Hrs.**

HIST 301 History Conversations
History Conversations is a companion course to HIST 300, the practicum in historical research. It is a required course for history majors History Conversations will be team-taught by members of the history faculty. The instructors will select several current issues, texts, and problems of current interest and study them in seminar fashion with students. Topics and materials will vary semester by semester. Class meetings will be both on and off campus. This course is designed for students mid-way through their history major. *Prerequisites: HIST 201, 202, 203, 204, 299 or permission of the instructors.* Spring Term, every year. **3 Hrs.**

HIST 302 First Christians
This class examines the experience of the first generations of Christians, from the age of Jesus and the apostles to the end of the Roman Empire. Some of the topics considered in this class include: the search for the "historical Jesus;" the relationships among the Christian movement, Judaism, and Greco-Roman culture; the development of Christian beliefs; the relationship between Judaism and Christianity; the experience of persecution and martyrdom; and the benefits – and costs – of the expansion of Christianity. No prerequisites. **3 Hrs.**

HIST 303 Ancient Greece
An examination of Greek history from the Mycenaeans in the second millennium B.C.E. through the Hellenistic era, with special emphasis on Classical Greece (500-323 B.C.E.). *Prerequisite: HIST 201 or permission of the instructor.* Fall Term, odd years. **3 Hrs.**

HIST 304 Ancient Rome
A study of the history of Rome, from its founding to the disintegration of the Roman Empire in the fourth and fifth centuries C.E. *Prerequisite: History 201 or permission of the instructor.* Spring Term, even years. **3 Hrs.**

HIST 305 Medieval History
An investigation of the thousand years known as the Middle Ages: the world of castles, cathedrals and universities; ladies and knights; peasants and burghers; dragons and unicorns. *Prerequisite: HIST 201 or permission of the instructor.* Fall Term, odd years. **3 Hrs.**

HIST 306 Early Modern Europe
A survey of the history of Europe from the Renaissance to 1789. Topics include the 16th century rupture in Christendom, the growth of seaborne empires and national states, the scientific revolution and the Enlightenment. *Prerequisite: HIST 201.* Fall Term, odd years. **3 Hrs.**

HIST 307 History of Latin America
A survey of the forces and events which have shaped Latin America experiences from the sixteenth century to the present. Spring Term, even years. **3 Hrs.**

HIST 309 Contemporary Europe
An investigation of today's Europe, from the First World War to the present. Topics include the world wars, the holocaust, the rise and fall of the Soviet Union, the Cold War and the rise of the European Union. *Prerequisites: HIST 202.* Fall Term, odd years. **3 Hrs.**

HIST 310 Ideas and Imagination Europe
This course explores European intellectual and cultural history from the eighteenth century to the present. Though the course focuses on intellectuals and ideas, it places both in a wider cultural context. While the course focuses especially on written texts, it will include materials from music, the visual arts, and cinema. Movements to be considered range from the Enlightenment and Romanticism, to Realism and Surrealism, to Modernism and Post-Modernism. *Prerequisite: HIST 202.* Spring Term, even years. **3 Hrs.**

HIST 315 Oral History
Examination of ways in which cultures were preserved in the past (folklore, folklife, handicrafts etc.) and the study of and practice in the methodology of gathering and preserving historical information in oral form. Summer Term, even years. **3 Hrs.**

HIST 330 British History
An investigation of the British historical experience through the study of the key moments and personalities which have shaped British history from William the Conqueror through the Tudors and Stuarts, to the Victorians and the present. *Prerequisite: HIST 202.* Fall Term, even years. **3 Hrs.**

HIST 331 Russian History
An investigation of the Russian experience through the study of the key moments and personalities which have shaped Russian history from Kievian Russia to the present. *Prerequisite: HIST 202.* Spring Term, odd years. **3 Hrs.**

HIST 332 German History
An examination of the experience of the German-speaking peoples from the devastation of the seventeenth century Thirty Years War, through eighteenth century Enlightenment, to the emergence of Germany as a major power in the nineteenth and twentieth centuries. *Prerequisite: HIST 202.* Fall Term, even years. **3 Hrs.**

HIST 333 Classical Political Thought
This course introduces students to classical social and political philosophy through analysis of Plato's Republic and Aristotle's Nicomachean Ethics and Politics. It addresses enduring questions about the community, the individual, happiness, and justice. Other themes to be discussed include the ideal political order, the character of virtue or human excellence, the relationship between politics and other aspects of human life (such as economics, the family and friendship), and the political responsibility for education. This class is both a study in intellectual history and a foundational course in political theory. *Prerequisite: sophomore standing. Students may also elect this course as POLS 333.* **3 Hrs.**

HIST 334 Modern Political Thought
This course examines and evaluates the challenge to classical social and political philosophy posed by such writes as *Hobbes in the Leviathan*, Madison in selected *Federalist Papers*, Tocqueville in *Democracy in America*, Mill in *On Liberty*, and Weber in selections from several works. We consider the differing views of these authors on how best to construct healthy and successful political societies; the proper relation between politics and religion, and between the individual and the community; the nature of our rights; and the proper extent of human liberty and equality. This class is both a study in intellectual history and a foundational course in political theory. *Prerequisite: sophomore standing. Students may elect this course as POLS 334 or PHIL 334.* **3 Hrs.**

HIST 335 The American Revolution
A history of the American Revolution, this course traces the roots of revolution into the 18th century, and examines the consequences of the Revolution Into the early nineteenth century. Spring, even years. **3 Hrs.**

HIST 336 19th Century American West
In this seminar, students will explore the American West as both a place and a process. As a specific place, "West" is a relative term, and, as a result, we will study three chronological and geographic "Wests:" The Trans-Appalachian West, 1780-1840, The Trans-Mississippi West, 1840-1870, and The Continental Empire, 1870-1910. These somewhat arbitrarily assigned boundaries, however, will be connected and woven together by our effort to understand the emergence of a distinctive American West. As many historians have concluded, the West (or Frontier, or Western Frontier) developed into a distinct region by the end of the nineteenth century as a result of a process, a process shaped by the interaction of diverse peoples and forces. Throughout the semester, then, students will study how migration, settlement, economic development and conflict and accommodation among diverse populations shaped the emergence of a distinctly American region. *Prerequisite: HIST 203 or 204.* **3 Hrs.**

HIST 337 Invasion of the Americas
This course investigates the European discovery, conquest, and settlement of the Americas, from the mid-fifteenth century through the later seventeenth century, from the voyages of Columbus, through the Spanish "conquistadores," to the English and French settlements of North America. *Prerequisite: HIST 203 or 204.* Spring, even years. **3 Hrs.**

HIST 340 African-American History
This course concentrates on the history of African Americans from the colonial period to the present. It introduces students to the historical literature concerning the course of slavery in the United States, its abolition and aftermath, as well as the experience of free blacks in the North and South. It focuses on the institutionalization of segregation and African American efforts to achieve equality in an unequal system, culminating in the civil rights movement of the recent period. Cultural history art, literature and music are integral to the course, as is the experience of African American women. Spring Term, odd years. **3 Hrs.**

HIST 341 Civil Rights Movement
In 1903, W.E.B. Dubois argued that "the problem of the twentieth century is the problem of the color line." This course explore s the unraveling of the color line in postwar America. Central to the task will be an analysis of the strategies and tactics grass roots activists employed in their assault on segregation. The class will also assess the tensions which emerged between a civil rights movement based on the principle of integration and a black liberation movement which emphasized self-separation. At the same time, the course will examine the creation of an African-American "movement culture" that found expression in music, literature and the arts. *Prerequisite: HIST 204, POLS 201.* Fall Term, even years. **3 Hrs.**

HIST 345 Religion in America
This course will provide students with a survey of the most important movements, people and events in American religious history from the settlement of the colonies to the present. The course will examine Protestant, Roman Catholic and Jewish traditions, as well as important cults and religious alternatives outside the traditional mainstream. *Prerequisite: HIST 203 and 204. Students may elect this course as RELG 345.* Fall Term, odd years. **3 Hrs.**

HIST 346 North Carolina History
A careful study of the events and personalities which have shaped North Carolina. This course permits students to become actively engaged in historical analysis by focusing on local history, and in some cases, by visiting historic sites. *Prerequisite: HIST 203 or 204.* Summer Term, every year. **3 Hrs.**

HIST 348 Recent History of the American South
Scholars and amateur historians have long probed the question: What is the South? This simple question has proved difficult to answer. Is there something truly distinctive about the South or are the differences between the South and the rest of the nation imagined? This course explores such questions, placing an analysis of contemporary southern life, politics and culture in their proper and rich historical context. Our examination of recent southern history will trace events back to their late nineteenth century origins. Throughout the course we will pay close attention to changing politics of race and probe the unique expressions of southern culture -- all in order to unlock the answer to the question of southern distinctiveness. *Prerequisites: HIST 204.* Fall Term, even years. **3 Hrs.**

HIST 349 The Civil War and Reconstruction
The Civil War and Reconstruction were the defining events of the nineteenth century if not the defining events in our nation's short history. Undertaking exactly how the nation arrived at the brink of war, divided, and finally, after horrible and bloody conflict, came back together again, will be the central task of this course. The course will be divided into three sections. In the first, students will explore the origins of the sectional conflict. Next students will examine the war itself, asking questions about the inevitability of the Union's victory and the role of the African Americans in the process of emancipation. In the last section of the course the class will study attempts to reconstruct the relationships between whites and blacks, northerners and southerners in the wake of the Confederacy's defeat. Attention will also be paid to popular, current interpretations of the causes and meanings of the Civil War in popular culture. *Prerequisite: HIST 203.* Fall Term, odd years. **3 Hrs.**

HIST 352 History of American Journalism
This course explores the history of journalism in America from the colonial period to the present. Though it will focus especially on print journalism, it will consider as well the revolutionary significance of electronic journalism. This course will trace the continuities and changes in the ways in which news is defined, gathered, produced and critiqued in American life and politics; and it will investigate in detail the lives and times of some of America's more intriguing journalists, from Peter Zenger to William Lloyd Garrison; from Ida Tarbell and the "Muckrakers" to H.L. Mencken; from early radio to TV news to the World Wide Web. *Prerequisite: HIST 203 or HIST 204. Students may elect this course as COMM 352.* Spring Term, odd years. **3 Hrs.**

HIST 353 US Top News Stories 1945-present
This course in the history of American journalism examines the intersection of historical event and journalistic report and traces the complex ways in which journalism and history intersect, interact, compliment, and contradict each other. This course focuses specifically on the news stories that were part of the American experience since World War II. The Bomb, the Cold War, McCarthyism, the Kennedy Assassination, the Civil Rights Movement, Vietnam and Watergate, the fall of the Berlin Wall, the Clinton impeachment, the Iraq Wars and 9/11 - are some of the political stories from the past generation. But not all the top stories were political: the birth of Rock and Roll; the Women's Rights Movement; generational rebellion in the Sixties; the birth of the Internet - these too were some of the big stories since 1945. In the process of investigating these stories, this course will explore the effect of the media on the American experience, and the impact of the American experience on the structure, practice and values of the American media. Students may elect this course as COMM 353. Spring Term, even years. **3 hrs**
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HIST 361 Ideas and Values in Conflict in History
A study of decisive intellectual and moral conflicts involving individualism, humanism, obscurantism, fundamentalism, racism, nationalism, totalitarianism, socialism, Nazism, Communism, materialism and fanaticism. Seminar format. Fall Term, odd years. **3 Hrs.**

HIST 362 Contemporary Ideas and Values
Like its companion seminar, History 361, this seminar investigates those ideas and values which shape human events and perspectives. This course focuses on contemporary ideas and values, that is, those issues which shape today and will shape tomorrow. While HIST 361 is an excellent preparation for this course, it is not a prerequisite. *Prerequisite: HIST 201 or 202.* Fall Term, even years. **3 Hrs.**

HIST 363 The History of Our Time
This seminar is an exercise in the historical imagination. It considers those events and persons which dominate today's headlines, and considers them from an historical perspective. Specific themes will vary from semester to semester, but may include, for examples, investigations of world conflicts, political controversies, social and economic developmentsand cultural debates. *Prerequisite: HIST 201 or 202.* Spring Term, odd years. **3 Hrs.**

HIST 386 American Capitalism
This course in business and history investigates the origins, dynamics, structures, and trajectories of American capitalism from its birth during the Industrial Revolution of the 1700s until today. While this course focuses on American capitalism as an economic and social system, it also studies the ways in which American capitalism shapes, and is shaped by, the wider American experience. *Prerequisite: History 204.* Fall Term, odd years. **3 Hrs.**

HIST 389 Topics in US History
Topics are announced annually. As needed. **3 Hrs.**

HIST 391 Topics in World History
Topics are announced annually. As needed. **3 Hrs.**

HIST 392 American Women
Derived from primary sources of women themselves, this study examines the central role of women in U.S. history. The study focuses on the period 1830 to the present, with particular attention given to race, region and class. Spring Term, every year. **3 Hrs.**

HIST 449 Directed Readings
Independent investigation of a topic through a program of directed readings. There will be an interpretive paper and oral examination conducted by department members. Open to majors with a B average in history after departmental approval of the topic. Every term, every year. Repeatable for a total of 6 Hrs. **1-3 Hrs.**

HIST 450 Independent Study
Independent investigation of a topic through the writing of a research paper; oral examination conducted by department members. Open to majors with a B average in history after departmental approval of the topic or project. Every term, every year. Repeatable for a total of 6 Hrs. **1-3 Hrs.**

HIST 495 Masterworks
Masterworks is the History Department's "capstone" course and is required of all history majors. It is required of senior history majors who will complete their study of history by creating a serious work of historical scholarship. Each student will complete this work under the personal guidance of a member of the Queens history faculty and present this work both to the faculty and to other history students. *Prerequisite: senior history major standing, HIST 299 and permission of the department.* Spring Term, every year. **3 Hrs.**

HONORS

HONR 110 Freshman Honors Seminar
HONR 110 is designed to introduce first year students to the Honors Program and Honors-level work. In this course students will have an opportunity to sharpen analytical and research skills by investigating a variety of topics that have teased the human mind for centuries. HONR 110 examines a wide ranging set of "history's mysteries" linked by their dependence on extraordinary claims. Topics may include the Bermuda Triangle, William Shakespeare, the Loch Ness Monster and the historicity of the Trojan War. Fall Term, every year. **3 Hrs.**

HONR 210 Honors Seminar
This course is an interdisciplinary seminar examining significant ideas and methods of inquiry in the Arts and Sciences. Honors seminars are frequently team-taught, and center on questions not directly addressed by other College of Arts and Sciences courses. Specific topic varies from year to year. Topics are announced the term prior to the seminar's being taught. Material is suitable for sophomore students. Significant levels of reading and writing are required. Course may be retaken for credit if the course topic is different. Fall Term, Spring, every year. Repeatable for a total of 9 Hrs. **3 Hrs.**

HONR 310 Introduction to Honors Project
HONR 310 is a group seminar course taken by all junior Honors students. The course will initiate students to the process of generating, developing and refining an Honors-level project idea, and will serve as a workshop for students to discuss their ideas. During the semester, students will select an Honors Advisor and Committee, and with them select readings to be blended into the HONR 310 syllabus. By the end of the semester, each student will have identified their Honors thesis project topicand chosen an Honors advisor and committee. Fall Term, every year. **2 Hrs.**

HONR 320 Honors Project
This is the first semester of focused effort on the Honors thesis or project. This is an opportunity for extended research in a field of special interest, resulting in an extended paper or final project and an oral defense before an examination committee appointed by the Honors Director in consultation with the student and the thesis advisor. By the end of the semester, the student should have achieved significant progress towards completion of the Honors project. This progress may be a rough draft of the entire thesis, polished drafts of significant portions of the thesis, several pieces of art that will contribute to the Honors project, etc. Spring Term, every year. **2 Hrs.**

HONR 410 Honors Project
HONR 410 is the second and last semester of crafting the Honors project. By the end of the semester, the student should have completed the Honors project. Fall Term, evey year. **2 Hrs.**

HONR 420 Honors Service
HONR 420 reflects the service nature of Queens. Honors students are required to "give back" with a service project to one of their communities (e.g., campus, community, or academic discipline) in ways including (but not limited to) the following: (a) tutoring K-12 students (b) presenting their thesis work at a conference (c) publishing their thesis work (d) organizing/hosting a campus-wide Honors event (e.g., seminar, community forum, guest speaker, etc.) (e) mentoring freshman and sophomore Honors students. Fall Term, Spring Term, every year. Pass/No Record **1 Hr.**

INTERDISCIPLINARY STUDIES

IDST 200 Interdisciplinary Studies
An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Credit as elective only. As needed. **1-3 Hrs.**

IDST 200 Interdisciplinary Studies
An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Elective credit only. Repeatable for a total of 6 Hrs. **3 Hrs.**

IDST 300 Interdisciplinary Studies
An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Credit as elective only. As needed. **3 Hrs.**

IDST 300 Interdisciplinary Studies
An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Elective credit only. **3 Hrs.**

IDST 450 Interdiscipline Senior Thesis
Designed primarily for students who are engaged in interdisciplinary study at the advanced level. Supervised and evaluated by the student's major advisor and at least one person from another department. Open only to seniors. Students pursuing an honors degree should plan to take Honors 490 instead of Interdisciplinary Thesis 450. As needed. **3 Hrs.**

INTERNSHIPS

INTE 297 The World of Work
The course begins the career development process through directed professional readings, projects, and discussions. To provide a framework for practical preparation of internships, the course also facilitates self-assessment, acquisition of presentation skills, writing of resumes and cover letters and interviewing practice. This course should normally be taken during the sophomore year. INTE 297 is a prerequisite to the professional internship courses at Queens. Fall Term, Spring Term, every year. **2 Hrs.**

INTE 496 Professional Internship
This course enables students to make a strong connection between theory and practice, study and work. It is designed for a student who has significant previous work experience and hopes to gain experience and skills in a new work environment. Students will work 130 hours for 3 hours of academic credit (86 for 2 credit hours and 43 for 1 hour of credit). Attendance at monthly seminars, reflection papers and a final paper and presentation are required of each student. Approval of the internship site must be given by the Internships and Career Programs Office. Pass/Fail **1-3 Hrs.**

INTE 497 Professional Internship III
This course allows students to gain additional internship experience beyond the INTE 498 and INTE 499 courses. Students will be able to make a stronger connection between theory, practice and/or explore additional career opportunities and organizations that might be a better fit for their interests, skills and values. This course is also the option for nursing, education, music therapy and transfer students with 36 plus hours. The prerequisites for this course are INTE 498 and 499. The prerequisites for transfer students with 36 plus hours, nursing, education and music therapy majors is INTE 297. Pass/Fail Repeatable for a total of 12 Hrs. **1-6 Hrs.**

INTE 498 Professional Internship I
This course enables students to make a strong connection between theory and practice, study and work. To enroll in INTE 498, students complete and sign a learning contract with a chosen internship site. Requirements include the completion of 86 work hours, reflective papers, and class meetings. This course should normally be taken in the fall semester of the junior year, but as long as a student has successfully completed INTE 297 they are eligible for this course. Falll, Spring and Summer Term, every year. Pass/Fail **2-2 Hrs.**

INTE 499 Professional Internship II
For most students, INTE 499 is a follow up course to INTE 498, completed at the same internship site. Requirements include completion of 86 additional work hours, reflective papers, class meetings and an oral presentation at the end of the semester. Students may choose to enroll in INTE 499 at the same time as INTE 498, or may take it separately in a semester following the completion of INTE 498. Fall, Spring and Summer Term, every year. Pass/Fail **2-2 Hrs.**

INTERNATIONAL STUDIES

INTS 303 Topics in International Studies
A rotating topics course that would permit more in-depth studies of a topic, issue or area within international studies. Course may be repeated for credit with different topics. As needed. **3 Hrs.**

INTS 310 International Law
This course addresses the fundamentals of international law as a discipline. It focuses on contemporary legal issues in the international arena, key principles, the role of conventions and treaties as international instruments of law, and policies of nation-states on specific subjects of interest related to international law. The course utilizes readings, discussion, internet projects, in-class projects, presentations and case-study methods. Fall Term, odd years. **3 Hrs.**

INTS 315 International Political Economy
Examines the relationship between the state and the economy and explores the interaction of power or authority and markets. Examines whether economic activity is to benefit individual consumers, promote social welfare goals or to maximize national power. Looks at specific issues such as globalization, competition among industrialized countries, economic development in poorer countries, the function of intergovernmental organizations, roles of multinational corporations and the international monetary and trade systems. Spring Term, every year. **3 Hrs.**

INTS 320 Nationalism, Culture and Conflict in Europe
Ethnic identity, nationalism and nationalist conflicts, are among the most explosive forces in contemporary International Affairs. Europe has long been a center of both national conflict and efforts to transcend national conflicts. This course will examine the origins, development and consequences of nationalism and ethnic identity in Europe from the 18th century to the present. This course will treat nationalism both as a specifically political and as a cultural phenomenon. Spring Term, even years. **3 Hrs.**

INTS 325 Politics and Society of Ireland
An examination of the various forces that have shaped modern Ireland (Northern Ireland as well as the Republic). Focus on historical, religious, geographic, cultural and political factors. Discussion of the impact of Irish emigration on the world. Analysis of contemporary issues facing Ireland (North and South). Fall Term, odd years. **3 Hrs.**

INTS 340 Continuity and Change in China, Japan and Korea
China, Japan and Korea (North and South today) represent East Asia. This course explores and compares the development of the political, economic, social and cultural systems of China, Japan and Korea from the 19th century; it examines the impact of western imperialism, the rise of nationalism, the development of communist movements, and the centrifugal forces of the Cold War. Emphasis on the similar and divergent developmental paths that each of the countries has followed since WW II, the nuclear issue on the Korean peninsula, current tensions over past Japanese aggression, the status of Taiwan, and the growing inter-regional economic relationships among these states. Extensive use of documentary films on the subject. Spring Term, odd years. **3 Hrs.**

INTS 350 India Past and Present
This course examines the recent history, politics, society and culture of India. It will examine the impact of British colonialism, the rise Indian nationalism, the independence and partition of the sub-continent in 1947, development strategies of the post-1949 governments, ethnic and religious fault lines, the economic outlook and India's relationship with its neighbors and the United States. Fall Term, even years. **3 Hrs.**

INTS 450 Projects in International Studies
This is the capstone course for International Studies majors and is required of all international studies majors. In addition to reading and discussing major works on key international-type issues that cross disciplines, students will write a major paper and present it in class. The process of researching and writing the paper will involve collaborative learning among the students in the class. As needed. **3 Hrs.**

JOHN BELK INTERNATIONAL PROGRAM

An interdisciplinary and interactive study of the culture, history, politics, geography, economy, society and language of the area upon which the study tour focuses. Students must make not lower than a C- (an average of 70) in this course in order to be eligible to participate in the JBIP study tour. Open only to students enrolled in the appropriate study tour. Prerequisite to participation in the study tour. Prerequisite: Junior standing and a 2.000 cumulative grade point average. Fall Term, Spring Term, every year. **2 Hrs.**

JBIP 220 Study Tour
The opportunity for the student to study and experience the many facets of a foreign culture through a study tour program arranged by the Belk Program Office and led by Queens faculty. Study Tours, like JBIP 210, are interdisciplinary in nature and are open to all qualified students no matter their intended major. Grading is pass/fail. *Prerequisite: JBIP 210. Winter and Summer Break, every year.* Pass/Fail **2-3 Hrs.**

LANGUAGES - OTHER

LANG 101 Elementary Foreign Language I
Fundamentals of grammar and phonetics, reading, writing and conversation of target language. This course will be offered on a rotating topics basis as demand and faculty with sufficient credentials dictate. May be repeated with different topics. **3 Hrs.**

LANG 102 Elementary Foreign Language II
Fundamentals of grammar and phonetics, reading, writing and conversation of target language. This course will be offered on a rotating topics basis as demand and faculty with sufficient credentials dictate. As needed. May be repeated with different topics. **3 Hrs.**

LANG 201 Intermediate Foreign Language I
Review and more advanced study of a language with emphasis placed on structure and written and oral use. Introduction to the country's culture. As needed. May be repeated with different topics. **3 Hrs.**

LANG 202 Intermediate Foreign Language II
Review and more advanced study of a language with emphasis placed on structure and written and oral use. Introduction to the country's culture. 3 Hrs. each. As needed. May be repeated with different topics. **3 Hrs.**

LANG 370 Topics in Foreign Language
Course designed to address a specific topic or area of a language and its target culture. Topic will be announced the semester preceding the offering. May be repeated with different topics. **3 Hrs.**

MATHEMATICS

MATH 099 Basic Mathematics
This is a developmental mathematics course including topics generally found in high school algebra II. Credit for this course may not be used toward graduation. Fall Term, even years. **3 Hrs.**

MATH 104 Mathematical Ideas
The course will explore topics selected from number theory, probability theory, topology and set theory. In addition, such areas as logic, modern geometries, chaos theory and fractals may be addressed. Throughout, unifying concepts of investigation, conjecture, counter examples and applications will be stressed. *Note: This course does not prepare the student for subsequent enrollment in Statistical Methods or Calculus.* Every Term, every year. **3 Hrs.**

MATH 105 Finite Mathematics
Systems of equations, matrices, coordinate systems and graphs, and an introduction to linear programming, stochastic matrices, the mathematics of finance, difference equations and mathematical models. Topics are applied to illustrate the uses of finite mathematics in other disciplines. MATH 105 and MATH 110 may not both be counted towards graduation credit. Spring Term, every year. **3 Hrs.**

MATH 110 Quantitative Business Methods
A study of several key topics in mathematics that are applicable to other fields of study. Topics include linear and nonlinear functions, rates of change, mathematical systems and finding maxima and minima. Emphasis will be placed on critical thinking and problem solving through the study of hypothetical cases and real-world problems. Math 110 and Math 105 may not both be counted toward graduation credit. Every term, every year. **3 Hrs.**

MATH 111 Precalculus
Topics will include functions and their graphs, exponential and logarithmic functions, trigonometric functions and equations, the theory of polynomials, systems of equations, sequences and analytic geometry. Fall Term, every year. **3 Hrs.**

MATH 121 Calculus I
An integrated treatment of analytic geometry and limits, continuity of functions, differentiation of algebraic and trigonometric functions, applications of derivatives to extreme values and curve sketching, the fundamental theorems of integral calculus, common integration techniques and applications. *Prerequisite: MATH 111 or consent of the Mathematics Department.* Spring Term, every year. **4 Hrs.**

MATH 122 Calculus II
The calculus of transcendental functions, indeterminate forms and l'Hopital's rule, improper integrals, infinite sequences and series, further techniques and applications of integration, inverse trigonometric functions, polar coordinates and plane curves. Students will be required to have access to a TI-83 or TI-83 Plus calculator for this course. *Prerequisite: MATH 121.* Fall Term, every year. **4 Hrs.**

MATH 206 Statistical Methods
An introduction to data analysis and statistical concepts. Interpretation and calculations for description of single variables and simple regression, basic probability, random variables, confidence intervals and tests of hypotheses. Students may be required to have access to a TI-83 or TI-83 Plus calculator or be required to work with statistics software on the computer. Every term, every year. **3 Hrs.**

MATH 209 Discrete Mathematics
A rigorous treatment of relations, functions, set theory, Boolean algebra, logic and methods of proof, the binomial theorem, combinatorics, elements of number theory and recursion. *Prerequisite: MATH 121.* As requested by students. **3 Hrs.**

MATH 221 Calculus III
Vector-valued functions, multi-variable functions and their derivatives, multiple integral, alternate coordinate systems and the theorems of Green and Stokes. Students will be required to have access to a TI-83 or a TI-83 Plus calculator for this course. *Prerequisite: MATH 122.* Spring Term, every year. **3 Hrs.**

MATH 303 Linear Algebra
Coordinate geometry, vectors and three-dimensional geometry, matrices and determinants, linear transformations. *Pre or co-requisites: MATH 122.* Spring Term, odd years. **3 Hrs.**

MATH 304 Geometry
Modern approach to the study of Euclidean and non-Euclidean geometries, including incidence and affine geometries; designed especially for students preparing to teach. *Prerequisites: MATH 122.* Fall term, even years. **3 Hrs.**

MATH 311 Differential Equations
This course is designed to introduce the student to differential equations and their applications. In addition to studying the theoretical aspects of differential equations, students will also examine numerical methods and solutions with the use of the existing computer facilities and software. *Prerequisite: MATH 122.* As requested by students. **3 Hrs.**

MATH 343 Number Theory
The structure of the integers and rational numbers and integer solutions of various types of equations; algorithms and theorems relating to the properties of division, the factorization of integers into primes and the rational approximation of irrational numbers. *Prerequisites: MATH 122.* As requested by students. **3 Hrs.**

MATH 401 Modern Algebra I Introduction to abstract algebra.
Topics include basic properties of integers, permutation groups, subgroups, quotient groups, group isomorphisms and homomorphism, rings and ideals. This course fulfills the writing-intensive course requirement. *Prerequisite: MATH 303.* Fall Term, even years. **4 Hrs.**

MATH 405 Introduction to Probability and Statistics
Introductory study of probability as a mathematical system. Topics include set theory and probability, conditional probability, random variables and distributions, expectation and special discrete and continuous probability distributions. *Prerequisites: MATH 122.* Fall Term, odd years. **3 Hrs.**

MATH 409 Numerical Analysis
Roots of algebraic and transcendental equations, the numerical solution of differential equations, initial value problems for ordinary differential equations and approximation theory. *Prerequisite: MATH 311.* As requested by students. **3 Hrs.**

MATH 415 Introduction to Real Variable Theory
Careful axiomatic development of the real number system, limits of functions and real sequences, continuity, theory of differentiation and integration. *Prerequisite: MATH 221.* Spring Term, odd years. **3 Hrs.**

MATH 417 Introduction to Complex Analysis
Development of the theory of complex numbers and functions, power series, Cauchy's theorem and applications, harmonic functions and conformal mapping. *Prerequisite: MATH 415.* As requested by students. **3 Hrs.**

MATH 430 Topics in Mathematics
This course provides the opportunity for a faculty member and a group of interested students to study a subject that is not offered on a regular basis in the curriculum. Topics are announced annually. May be repeated for credit under different subtitles. May vary with topic. Lecture hours vary with the hours credit and the course taught. **1, 2, 3 or 4 Hrs. 3 Hrs.**

MATH 450 Independent Study
MATH 450 Independent Studies in Mathematics Research projects in the area of the student's interest; written report will be required. May be repeated for credit. *Prerequisite: Open to Mathematics majors with at least junior standing.* **1-3 Hrs.**

MATH 496 Senior Seminar Preparation
Each senior will be assigned an advisor from the mathematics faculty, with whose guidance the senior will read in a mathematical area and select the topic for a paper to be written in the spring semester. A grade of K will be assigned for MATH 496 until MATH 497 has been completed. *Prerequisite: Open to mathematics majors with at least junior standing.* Every semester. Fall Term, every year. **1 Hr.**

MATH 497 Senior Seminar
Each senior will complete the paper for which preparatory work was done during the fall semester. The paper will be presented in the senior seminar and a written version of the paper may be housed in the library. *Prerequisite: MATH 496. Every semester.* Spring Term, every year. **2 Hrs.**

MUSIC

MUSC 010 Concert Attendance
Freshmen are required to attend six recitals or concerts on the Queens campus in the Fall Term. Pass/No Record **0 Hrs.**

MUSC 011 Concert Attendance
Freshmen are required to attend six recitals or concerts on the Queens campus in the spring term. Pass/No Record **0 Hrs.**

MUSC 020 Concert Attendance
Sophomores are required to attend six recitals or concerts on the Queens campus in the fall term. Pass/No Record **0 Hrs.**

MUSC 021 Concert Attendance
Sophomores are required to attend six recitals or concerts on the Queens campus in the spring term. Pass/No Record **0 Hrs.**

MUSC 030 Concert Attendance
Sophomores are required to attend six recitals or concerts on the Queens campus in the fall term. Pass/No Record **0 Hrs.**

MUSC 031 Concert Attendance
Sophomores are required to attend six recitals or concerts on the Queens campus in the spring term. Pass/No Record **0 Hrs.**

MUSC 040 Concert Attendance
Seniors are required to attend six recitals or concerts on the Queens campus in the fall term. Pass/No Record **0 Hrs.**

MUSC 041 Concert Attendance
Seniors are required to attend six recitals or concerts on the Queens campus in each of both the spring term. Pass/No Record **0 Hrs.**

MUSC 100 Introduction to Music
Study of the basic materials of music, survey of the important composers and examination of selected masterpieces with reference to cultural background; technical knowledge of music not necessary for enrollment. Spring Term. **3 Hrs.**

MUSC 103 Beginning Theory and Composition I
Fundamentals of notation, tonality, scales and modes, interval and triadic structure. Elementary characteristics of melodic form. Four-part writing in a homophonic style using triadic structures. Analysis of chorale style involving triads, seventh chords, modulation, nonharmonic tones. Must be take concurrently with MUSC 103L. Fall Term. **3 Hrs.**

MUSC 103L Theory and Composition Lab
This laboratory introduces students to the relationship of "sound to music notation" through the exploration of fundamental keyboard relationships. Pass/No record. Must be taken concurrently with MUSC 103. Fall Term. Pass/No Record **1 Hr.**

MUSC 104 Beginning Theory and Composition II
Part writing in a homophonic style using triadic structures, seventh chords, nonharmonic tones, modulation, secondary chords and other chromatic harmonies. *Prerequisite: MUSC 103. Spring Term.* **3 Hrs.**

MUSC 110 Fundamentals of Music
Basics of music theory: notation of pitch, rhythm, scales and harmony. Students will listen to music as they begin to distinguish the basic elements and will learn how to write and play some simple tunes on the keyboard. Class activities will include collaboration on a variety of instruments as theory is translated into sound. No previous musical experience required. Fall Term; Spring Term. **3 Hrs.**

MUSC 113 SightSinging and EarTraining I
Study and application of techniques of music reading and identification of sound. Students will begin to learn the Movable Do method of sight singing, and will work with ear training exercises for intervals, primary chord relationships, and rhythmic, melodic and harmonic dictation at an elementary level. *Prerequisite: MUSC 103.* Fall Term. Pass/No Record **1 Hr.**

MUSC 114 SightSinging and EarTraining II
Continued acquisition of skills in sight-singing and ear training. Will include the addition of dominant seventh chords, primary triads in first inversion, rhythmic exercises involving unit, division, and subdivision and sight singing in major and minor keys with multiple sharp or flat signatures. *Prerequisite: MUSC 113.* Spring Term. Pass/No Record **1 Hr.**

MUSC 157 Piano Class I
Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MUSC 395 and 396 -Functional Piano I and II. Regular practice required. *Prerequisites: Courses must be taken sequentially or by permission of the instructor.* Fall Term. **1 Hr.**

MUSC 158 Piano Class II
Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MUSC 395 and 396 -Functional Piano I and II. Regular practice required. *Prerequisites: Courses must be taken sequentially or by permission of the instructor.* Fall Term. **1 Hr.**

MUSC 159 Piano Class III
Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MUSC 395 and 396 -Functional Piano I and II. Regular practice required. *Prerequisites: Courses must be taken sequentially or by permission of the instructor.* Spring Term. **1 Hr.**

MUSC 160 Piano Class IV
Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MUSC 395 and 396 -Functional Piano I and II. Regular practice required. *Prerequisites: Courses must be taken sequentially or by permission of the instructor.* Spring Term. **1 Hr.**

MUSC 161G Guitar Private Instruction
For non-music majors. One hour of daily practice required. May be repeated for credit. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 161O Applied Music Organ
For non-music majors. One hour of daily practice required. May be repeated for credit. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 161P Piano Private Instruction
For non-music majors. One hour of daily practice required. May be repeated for credit. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 161S Applied Music Strings
For non-music majors. One hour of daily practice required. May be repeated for credit. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 161V Voice Private Instruction
For non-music majors. One hour of daily practice required. May be repeated for credit. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 161W Wind Private Instruction
For non-music majors. One hour of daily practice required. May be repeated for credit. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 165 Guitar Class
Two weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is specifically designed for the music therapy major who must pass a proficiency exam in this instrument before graduation and targets functional skills for use in a clinical setting. *Prerequisite: MUSTH165 or permission of the instructor.* Fall Term, Spring Term. **1 Hr.**

MUSC 166 Guitar Class
Two weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is specifically designed for the music therapy major who must pass a proficiency exam in this instrument before graduation and targets functional skills for use in a clinical setting. *Prerequisite: MUSTH165 or permission of the instructor.* Fall Term, Spring Term. **1 Hr.**

MUSC 167 Beginning Guitar Class
One weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is open to all students and may be repeated continuously for credit. Fall Term, Spring Term. **1 Hr.**

MUSC 171G Applied Music Guitar
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major at the beginner level. Fall Term, Spring Term. Pass/No Record Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 171H Applied Music Harp
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major at the beginner level. Pass/No Record Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 171K Applied Music Klavier
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major at the beginner level. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 171O Applied Music Organ
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major at the beginner level. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 171P Applied Music Piano
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major at the beginner level. Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 171S Applied Music Strings
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major at the beginner level. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 171V Applied Music Voice
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major at the beginner level. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 171W Applied Music Wind Instrument
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major at the beginner level. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 175 Voice Class
Two weekly sessions of 50 minutes each, in which students with little or no vocal training are instructed in the basic vocal principles, simple exercises and songs; regular practice is required. Open to all students; recommended for music therapy majors who will not study voice as the principal applied area. Should be taken as early as possible in the program of study. Fall Term, Spring Term. **1 Hr.**

MUSC 176 Voice Class
Two weekly sessions of 50 minutes each, in which students with little or no vocal training are instructed in the basic vocal principles, simple exercises and songs; regular practice is required. Open to all students; recommended for music therapy majors who will not study voice as the principal applied area. Should be taken as early as possible in the program of study. Fall Term, Spring Term. **1 Hr.**

MUSC 177 Symphonic Band
This ensemble is open to all Queens University of Charlotte students by permission of instructor. Repertoire will include standard band literature with a concert scheduled each semester. Fall Term, every year. Repeatable for a total of 4 Hrs. **1 Hr.**

MUSC 178 Symphonic Band
This ensemble is open to all Queens University of Charlotte students by permission of instructor. Repertoire will include standard band literature with a concert scheduled each semester. Spring Term, every year. Repeatable for a total of 4 Hrs. **1 Hr.**

MUSC 179 Orchestra
This ensemble is open to all Queens University of Charlotte students by permission of instructor. Repertoire will include literature for string orchestra with a concert scheduled each semester. Fall Term, every year. Repeatable for a total of 4 Hrs. **1 Hr.**

MUSC 180 Orchestra
This ensemble is open to all Queens University of Charlotte students by permission of instructor. Repertoire will include literature for string orchestra with a concert scheduled each semester. Spring Term, every year. Repeatable for a total of 4 Hrs. **1 Hr.**

MUSC 181G Applied Music Guitar
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major by permission. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 181H Applied Music Harp
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major by permission. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 181K Applied Music Klavier
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major by permission. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 181O Applied Music Organ
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major by permission. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 181P Applied Music Piano
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major by permission. Fall Term, Spring Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 181S Applied Music Strings
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major by permission. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 181V Applied Music Voice
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major at the beginner level. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 181W Applied Music Wind Instrument
Private instruction for the first year of private collegiate study for students majoring in music or music therapy, or for a non-music major by permission. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 185 Ensembles
Students must be proficient in their instrument to register for a smallensemble. Courses listed below may be repeated continuously for credit. (1) Small Ensemble: Accompanying or work, discussion and performance in chamber groups, sonatas, trios, quartets. (2) Piano Ensemble: Study and performance of duet and twopiano literature with a member of the piano faculty. (3) Wind Ensemble: Study and/or performance of literature for woodwind and brass instruments. (4) Guitar Ensemble: Study and/or performance of ensemble music for guitar. (5) Voice Ensemble: Study and/or performance of ensemble music for voice. (6) Flute Ensemble: Study and/or performance of ensemble music for flute. (7) Improvisational Experience: This course provides experience in live music-making forums under a variety of improvisational models. Students will increase their comfort level in playing their instruments both with and without music in front of them. Prerequisite: two semesters of applied lessons at the college level or permission of instructor. (This course is an elective and does not count for ensemble credit. Repeatable for a total of 4 Hrs. **1 Hr.**

MUSC 186 Ensembles
Students must be proficient in their instrument to register for a smallensemble. Courses listed below may be repeated continuously for credit. (1) Small Ensemble: Accompanying or work, discussion and performance in chamber groups, sonatas, trios, quartets. (2) Piano Ensemble: Study and performance of duet and twopiano literature with a member of the piano faculty. (3) Wind Ensemble: Study and/or performance of literature for woodwind and brass instruments. (4) Guitar Ensemble: Study and/or performance of ensemble music for guitars. (5) Voice Ensemble: Study and/or performance of ensemble music for voice. (6) Flute Ensemble: Study and/or performance of ensemble music for flute. (7) Improvisational Experience: This course provides experience in live music-making forums under a variety of improvisational models. Students will increase their comfort level in playing their instruments both with and without music in front of them. Prerequisite: two semesters of applied lessons at the college level or permission of instructor. (This course is an elective and does not count for ensemble credit.) Repeatable for a total of 4 Hrs. **1 Hr.**

MUSC 187 Queens University of Charlotte Chorale
The choral ensemble that performs for major University concerts on campus and several church worship services in the community. Open to all students who enjoy and are able to sing. Repertoire includes secular and sacred choral works from the fifteenth through the twentieth centuries. Course may be repeated continuously for credit. Fall Term. **1 Hr.**

MUSC 188 Queens University of Charlotte Chorale
The choral ensemble that performs for major University concerts on campus and several church worship services in the community. Open to all students who enjoy and are able to sing. Repertoire includes secular and sacred choral works from the fifteenth through the twentieth centuries. Course may be repeated continuously for credit. Spring Term. **1 Hr.**

MUSC 190 Opera Workshop
The Opera Theatre performs operas and musicals, both complete productions and scene work in a concert setting. The class is open to all students through auditions. Performances are scheduled during Term II. Fall Term, Spring Term. **1-3 Hrs.**

MUSC 191 Opera Workshop
The Opera Theatre performs operas and musicals, both complete productions and scene work in a concert setting. The class is open to all students through auditions. Performances are scheduled during Term II. Fall Term, Spring Term. **1-3 Hrs.**

MUSC 193 Royal Showstopers
This ensemble will work from standard repertoire and perform at campus and community events as needed for public relations and entertainment purposes to satisfy particular needs of the University. (This course is an elective and does not count for ensemble credit.) Admission by audition only. Course may be repeated continuously for credit. Fall Term, Spring Term. Repeatable for a total of 5 Hrs **1 Hr.**

MUSC 194 Royal Showstoppers
This ensemble will work from standard repertoire and perform at campus and community events as needed for public relations and entertainment purposes to satisfy particular needs of the University. (This course is an elective and does not count for ensemble credit) Admission by audition only. Course may be repeated continuously for credit. Fall Term, Spring Term. Repeatable for a total of 5 Hrs. **1 Hr.**

MUSC 197 Queens University of Charlotte Chamber Singers
A select chamber choral ensemble that performs for University and community functions. Admission by audition only; repertoire includes secular and sacred choral works designed for smaller, chamber groups from the fifteenth through the twentieth centuries. Course may be repeated continuously for credit. Fall Term. Repeatable for a total of 5 Hrs. **1 Hr.**

MUSC 198 Queens University of Charlotte Chamber Singers
A select chamber choral ensemble that performs for University and community functions. Admission by audition only; repertoire includes secular and sacred choral works designed for smaller, chamber groups from the fifteenth through the twentieth centuries. Course may be repeated continuously for credit. Spring Term. Repeatable for a total of 5 Hrs.**1 Hr.**

MUSC 200 From Jazz to Rock 'N Roll
A survey of blues, jazz and rock 'n roll from the turn of the century to 1968. Important artists/composers will be studied and representative examples of the music will be experienced. Spring Term. **3 Hrs.**

MUSC 201 Introduction to World Music
This course introduces students to the music of 10-12 non-Western countries/regions, their traditional instruments, a sample of musical events, and listening examples. Students also explore how music fits into each society and make comparisons to their own experiences. Students are taught the basic elements of Western music and given listening examples as a basis for comparison. Also included are experiences in other creative art forms of each country/region such as dance and visual art. Each section concludes with examples of music representing the fusion of each country/region and Western music. Fall Term. **3 Hrs.**

MUSC 203 Theory and Composition III
Continuation of chromatic harmonies. Introduction to an analysis of small forms. A study of basic homophonic forms. Introduction to compositional techniques of the 20th century and possibilities of melodic, harmonic and tonal expansion. Analysis and written exercises. *Prerequisite: MUSC 104.* Fall Term. **3 Hrs.**

MUSC 204 Theory and Composition IV
Introduction to 16th and 18th century counterpoint. Two-and three-voiced writing in contrapuntal and harmonic styles. Analysis and written exercises. *Prerequisite: MUSC 203.* Spring Term. **3 Hrs.**

MUSC 207 Music in America
A survey of music and musical practices in the United States from colonial times to the present, with particular emphasis on those inherent qualities which have permeated America's serious and popular music over the past three centuries. No musical background necessary. As needed. **3 Hrs.**

MUSC 213 Sight Singing Ear Training III
Continued acquisition of skills, with the addition of secondary triads, cadential six-four triads, chromatic passing notes and the completion and review of sight singing exercises in all major and minor keys. *Prerequisite: MUSC 114.* Fall Term. Pass/No Record **1 Hr.**

MUSC 214 Sight Singing Ear Training IV
Students will build onto their sight singing skills with the addition of altered syllables (full chromatic scale), modulation, rhythmic complexity and melodic material from the twentieth century, including the jazz idiom. MUSC 213. Spring Term. Pass/No Record **1 Hr.**

MUSC 215 Diction for Singers (Eng/Lat/Ital)
Two 50-minute periods weekly in which students are instructed in use of the International Phonetic Alphabet as well as the correct pronunciation of the English, Latin and Italian languages in relation to singing. *Prerequisite: previous vocal training or consent of the instructor.* Fall Term. As needed. **1 Hr.**

MUSC 216 Diction for Singers (Fren/German)
Two 50-minute periods weekly in which students are instructed in the correct pronunciation of the French and German languages in relation to singing. *Prerequisite: MUSC 215.* Spring Term. As needed. **1 Hr.**

MUSC 271G Applied Music-Guitar
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 271H Applied Music - Harp
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 271K Applied Music - Klavier
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 271O Applied Music - Organ
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 271P Applied Music - Piano
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 271S Applied Music - Strings
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 271V Applied Music - Voice
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 271W Applied Music - Wind Instrument
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 281G Applied Music - Guitar
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Spring Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 281H Applied Music - Harp
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Spring Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 281K Applied Music - Harpsichord
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Spring Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 281O Applied Music - Organ
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Spring Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 281P Applied Music - Piano
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Spring Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 281S Applied Music - Strings
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Spring Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 281V Applied Music - Voice
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Spring Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 281W Applied Music - Wind Instrument
Private instruction for the second year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 181 or permission of the instructor.* Spring Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 310 Conducting
A course designed to develop conducting skills appropriate to the performance of instrumental and choral music. Basic skills covered include the negotiation of various patterns, preparatory beats, cues, releases, etc. *Prerequisite: MUSC 114.* Fall Term. **2 Hrs.**

MUSC 313 Piano Pedagogy and Literature I
A survey and evaluation of piano methods for use in teaching beginning and intermediate students. Students will observe the teaching styles of several professional piano teachers. As needed. **2 Hrs.**

MUSC 314 Piano Pedagogy II and Literature
Examination of the literature for advanced students, with discussion of musicianship, technique, theory and interpretation. As needed. **3 Hrs.**

MUSC 321 Music History and Literature I
An historical survey of music from ancient times to the end of the Baroque Era (1750). Designed to develop a perspective of the development of music in its social-cultural context, a repertory of representative works and composers, and a technique for listening analytically and critically. Required for music majors. Non-majors by permission only. *Prerequisite: MUSC 100.* Fall Term, odd years. **3 Hrs.**

MUSC 322 Music History and Literature II
Continuation of MUSC 321, covering the period from 1750 to the present. Required for music majors. Non-majors by permission only. *Prerequisites: MUSC 100.* Spring Term, odd years. **3 Hrs.**

MUSC 324 Vocal Pedagogy and Literature I
Study of history and schools of vocal teaching and technique. Methods and procedures for teaching private and class voice. Vocal health and prevention/recognition of vocal abuse. *Prerequisites: Permission of the instructor and one year of college-level vocal instruction.* Fall Term. As Needed. **3 Hrs.**

MUSC 325 Vocal Pedagogy and Literature II
The study of diction, its application to teaching vocal technique; survey, evaluation, and examination of vocal literature for elementary and advanced students; supervise practice teaching within the class and observation of private voice teaching. *Prerequisite: successful completion of MUSC 324.* Spring Term. As needed. **2 Hrs.**

MUSC 331 Junior Music Therapy Practicum V
A continuation of on-campus clinic responsibilities while also working with older adults in an off-campus setting. Students are expected to assume more responsibility and independence in working with clients in both settings. Fall Term. Repeatable for a total of 3 Hrs. **1 Hr.**

MUSC 332 Junior Music Therapy Practicum VI
A continuation of on-campus clinic responsibilities while also working with older adults in an off-campus setting. Students are expected to assume more responsibility and independence in working with clients in both settings. Spring Term. Repeatable for a total of 3 Hrs. **1 Hr.**

MUSC 350 Independent Study
Students who have shown a particular interest in some phase of music may pursue this interest under the guidance of an appointed faculty member. *Prerequisite: Permission of the department, junior or senior standing, and at least a B average in all music studies taken at Queens University of Charlotte.* As needed. **3 Hrs.**

MUSC 355 Topics: Music History and Literature
An in-depth study of a specific musical era or genre. Significant developments, genres and composers will be studied from the social and cultural context. As needed. **3 Hrs.**

MUSC 357 Topics in Music as Therapy
This course will explore physiological and psychological effects of music, age-related literature, or music as an avocational interest. Specific topics are announced annually and are open to all majors. May be repeated for credit under different subtitles. As needed. **3 Hrs.**

MUSC 371G Applied Music - Guitar
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 371H Applied Music - Harp
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 371O Applied Music - Organ
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 371P Applied Music - Piano
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 371S Applied Music - Strings
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 371V Applied Music - Voice
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 371W Applied Music - Wind Instrument
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 381G Applied Music - Guitar
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 381H Applied Music - Harp
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 381O Applied Music - Organ
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 381P Applied Music - Piano
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 381S Applied Music - Strings
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 381V Applied Music - Voice
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 381W Applied Music - Wind Instrument
Private instruction for the third year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 281 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 390 Opera Workshop II
This course is an upper class level of MUSC 190. Fall Term. Repeatable for a total of 60 Hrs. **3 Hrs.**

MUSC 391 Opera Workshop
This course is an upper class level of MUSC 191. Spring Term. Repeatable for a total of 60 Hrs. **1-3 Hrs.**

MUSC 395 Functional Piano Class I
Includes procedures and skills for proficiency in reading, harmonization and transposition at sight as well as experience in accompanying. Open to any student with sufficient background, but designed particularly for students majoring in music therapy. The class meets for two 50-minute sessions each week. Students may exempt this course by passing an examination. This course must be repeated until required skills are mastered. Prerequisite: Sufficient background in keyboard skills, as determined by the instructor. *Prerequisite: Piano Proficiency Exam Parts I and II.* Fall Term. Repeatable for a total of 20 Hrs. **1 Hr.**

MUSC 396 Functional Piano Class II
A continuation of Music 395, this course is especially important to the music therapy student. Special emphasis is placed on creativity and improvisation, including the ability to compose original melodies, accompani-ments and short pieces extemporaneously in a variety of moods and styles, vocally and instrumentally. A proficiency exam is given at the end of MUSC 396. Spring Term. Repeatable for a total of 20 Hrs. **1 Hr.**

MUSC 399 Half Recital
The preparation and performance of a half-recital in the major instrument. A performance examination must be passed at least 30 days before the scheduled day of performance. See the Music Department Handbook for program/recording fee. As needed. Pass/Fail Repeatable for a total of 20 Hrs. **1 Hr.**

MUSC 400 Senior Recital
The preparation and performance of a full public solo recital in the major instrument. A performance examination must be passed at least 30 days before the scheduled day of performance. See the Music Department Handbook for program/recording fee. As needed. Pass/Fail Repeatable for a total of 40 Hrs. **2 Hrs.**

MUSC 401 Psychology of Music I
Music preference and ability are studied, along with physiological, cognitive and affective responses to music. Prerequisites: PSYC 201 and lab. To be taken in junior or senior year. Open to all students. Fall Term. **3 Hrs.**

MUSC 402 Psychology of Music II
Study of observation systems and measurements as well as historical, philosophical, descriptive and experimental research related to music therapy. This course fulfills the writing-intensive requirement for the Bachelor of Degree in Music Therapy. *Prerequisite: MUSTH 401.* Spring Term. **3 Hrs.**

MUSC 455 Seminar in Applied Analysis
Independent study and analysis of compositional techniques and formal styles of compositions studied in music literature and applied music classes. This course fulfills the writing-intensive course requirement for the Bachelor of Arts degree or the Bachelor of Music degree in applied music. *Prerequisite: MUSC 100 and MUSC 204.* Fall Term. **3 Hrs.**

MUSC 471G Applied Music - Guitar
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy, or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 471H Applied Music - Harp
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 471O Applied Music - Organ
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 471P Applied Music - Piano
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 471S Applied Music - Strings
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 471V Applied Music - Voice
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 471W Applied Music - Wind Instrument
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 481G Applied Music - Guitar
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 481H Applied Music - Harp
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 481O Applied Music - Organ
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 481P Applied Music - Piano
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 481S Applied Music - Strings
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 481V Applied Music - Voice
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs. **1-3 Hrs.**

MUSC 481W Applied Music - Wind Instruments
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy or for a non-music major by permission. *Prerequisite: MUSC 381 or permission of the instructor.* Fall Term. Repeatable for a total of 15 Hrs.**1-3 Hrs.**

MUSIC THERAPY

MUTH 131 Freshman Music Therapy Practicum I
Freshmen music therapy majors will work weekly in the on-campus clinic with a child or young adult who has a developmental disability. Responsibilities include assessing, observing, planning co-leading and/or leading sessions and evaluating progress of client. Fall Term, Spring Term. Pass/Fail **1 Hr.**

MUTH 132 Freshman Music Therapy Practicum II
Freshmen music therapy majors will work weekly in the on-campus clinic with a child or young adult who has a developmental disability. Responsibilities include assessing, observing, planning co-leading and/or leading sessions and evaluating progress of client. Fall Term, Spring Term. Pass/Fail **1 Hr.**

MUTH 165 Guitar Class I
One weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. The second section of this course is specifically designed for the music therapy major who must pass a proficiency exam in this instrument before graduation. Fall Term. **1 Hr.**

MUTH 166 Guitar Class II
One weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is specifically designed for the music therapy major who must pass a proficiency exam in this instrument before graduation. MUTH 165 is prerequisite to MUTH 166 for music therapy majors. Fall Term, Spring Term. **1 Hr.**

MUTH 211 Music Therapy
Methods/Materials for Children Emphasis will be placed on selecting appropriate music therapy experiences for young children with special needs. Students will create, arrange and conduct appropriate music activities for children with various disabilities. *Prerequisite: MUTH 217 and first year of theory.* Fall Term, every year. **3 Hrs.**

MUTH 217 Introduction to Music Therapy
An introductory course that surveys topics on clinical responsibilities of a music therapist, children and adults served in music therapy, and techniques/ interventions used with them. Fall Term, every year. **3 Hrs.**

MUTH 231 Sophomore Music Therapy Practicum III
Students continue to work with individual clients in the on-campus clinic while also working off-campus with children in special elementary classrooms. Required of all sophomore Music Therapy majors. Fall Term, every year. Pass/Fail **1 Hr.**

MUTH 232 Sophomore Music Therapy Practicum IV
Students continue to work with individual clients in the on-campus clinic while also working off-campus with children in special elementary classrooms. Required of all sophomore music therapy majors. Spring Term, every year. Pass/Fail **1 Hr.**

MUTH 311 Music Therapy
Methods/Materials:Adult Musical materials, methods and repertoire for adults will be emphasized. Students must learn a wide variety of songs from various decades which are appropriate for all adults, including geriatric clients. *Prerequisite: MUTH 211 and completion of guitar is recommended.* Spring Term. **3 Hrs.**

MUTH 331 Junior Music Therapy Practicum V
A continuation of on-campus clinic responsibilities while also working with older adults in an off-campus setting. Students are expected to assume more responsibility and independence in working with clients in both settings. Fall Term, every year. Pass/Fail **1 Hr.**

MUTH 332 Junior Music Therapy Practicum VI
A continuation of on-campus clinic responsibilities while also working with older adults in an off-campus setting. Students are expected to assume more responsibility and independence in working with clients in both settings. Spring Term, every year. Pass/Fail **1 Hr.**

MUTH 343 Percussion Laboratory
One weekly 75 minute session. Students will learn techniques of playing and teaching percussion instruments. Fall Term, every year. **1 Hr.**

MUTH 401 Psychology of Music I
Music preference and ability are studied, along with physiological, cognitive and affective responses to music. *Prerequisites: PSYC 201.* To be taken in junior or senior year. Open to all students. Fall Term, every year. **3 Hrs.**

MUTH 402 Psychology of Music II
Study of observation systems and measurements as well as historical, philosophical, descriptive and experimental research related to music therapy. This course fulfills the writing-intensive requirement for the Bachelor of Music Degree in Music Therapy. *Prerequisite: MUTH 401.* Spring Term, every year. **3 Hrs.**

MUTH 409 Music in Therapy I
Discussions of professional and ethical issues related to the profession with special emphasis placed on the use of music therapy in medical and rehabilitative settings. Assessment, behavioral objectives, treatment plans, documentation and evaluation, as well as treatment modalities and interventions are examined. Must be taken concurrently with MUTH 431. Open to music therapy juniors and seniors. Fall Term, every year. **3 Hrs.**

MUTH 410 Music in Therapy II
Continuation of Music in Therapy I with special emphasis on new trends and holistic approaches in the profession. Requirements include in depth presentations of major therapeutic approaches and comprehensive review of terminology used in all major areas of music therapy. Must be taken concurrently with MUTH 432. *Prerequisite: MUTH 409.* Spring Term. **3 Hrs.**

MUTH 431 Senior Music Therapy Practicum VII
Seniors lead and co-lead music therapy sessions in a variety of medical and rehabilitative settings, including a general hospital, pain rehabilitation center, and with individuals in medical support groups. Must be taken concurrently with MUTH 409. Fall Term, every year. **2 Hrs.**

MUTH 432 Senior Music Therapy Practicum VIII
Seniors lead and co-lead music therapy sessions in a variety of medical and rehabilitative setings, including a general hospital, pain rehabilitation cener, and with individuals in medical support groups. Must be taken concurrently with MUTH 410. Spring Term, every year. **2 Hrs.**

MUTH 499 Music Therapy Professional Internship
A six-month continuous full-time affiliation with an approved clinical facility which follows all course work. The intern will perform assigned music therapy duties under the supervision of an experienced registered music therapist. Open to music therapy majors who have completed all course work. Fall Term, Spring Term, every year. Pass/Fail **2 Hrs.**

NATURAL SCIENCES

NSCI 101 Issues in Science This course will present issues of current interest in the sciences that are not offered on a regular basis in the curriculum. Topics are announced annually. May not count toward any science or mathematics major. May be repeated for credit under different subtitles. **3 Hrs.**

NURSING

NURS 100 Fundamentals of Nursing
This course introduces concepts basic to the practice of Nursing. The course explores health/illness, nursing process, introduction to administration of medications, care of the perioperative client and professional accountability. The roles of the nurse and other health team members are explored as the student is introduced to the clinical setting. Basic concepts of critical thinking, nursing process, communication, holistic caring relationships, and pharmacology are the foci of student learning in the clinical setting. Physical assessment, teaching-learning principles, asepsis and documentation are also included. Professional liability fee. Nursing Lab fee. *Prerequisites: currently enrolled on NC-NA I Registry, Current CPR. Corequisites: BIOL 211, ENGL 110, PSYC 201.* **5 Hrs.**

NURS 105 Medical Terminology
This course introduces the basic techniques of medical word building that can be easily understood and applied by the average student. Students are immersed in medical terminology as if learning a foreign language. Anatomical, physiological, and pathological terms, including pronunciation and meanings are introduced. Students are introduced to common medical abbreviations and common terms used to communicate within healthcare settings. Application of terms and abbreviations within the clinical setting is also included. *Prerequisite: None.* **3 Hrs.**

NURS 118 Maternity Nursing Nursing Maternity
Nursing is designed to apply the Nursing process to emerging family and to reproductive health problems of women. Common assessment strategies and interventions for the mother, fetus, neonate and family are explored. Nursing management of common health needs/problems are introduced. Emphasis is placed on teaching and learning principles as applied to families of culturally diverse backgrounds. Students perform various aspects of the professional Nursing role while understanding trends and issues in healthcare. Students have clinical experiences with maternity, neonatal, and gynecological clients. Professional liability fee. Clinical course fee. *Prerequisites: NURS 100, BIOL 211, ENGL 110, PSYC 201. Corequisites: SOCI 203, ENGL 120, BIOL 112, PSYC 304.* **4 Hrs.**

NURS 124 Introduction to Adult Nursing
This course serves as an introduction to the study of common health problems of adults and older adults. The student will begin to develop assessment skills and critical thinking skills as they provide nursing care for adults experiencing conditions related to mental health, the older adult and adults with chronic and common health problems. Selected topics relate to mental health, diabetes, body movement, ingestion/digestion, and absorption/elimination. Clinical experiences are provided in the medical-surgical and behavioral and health units and agencies. Professional liability fee. Clinical course fee. *Prerequisites: NURS 118, BIOL 211, PSYC 304, SOCI 203, ENGL 120. Corequisites: BIOL 120.* **4 Hrs.**

NURS 205 Nutrition
This course includes the basic principles of human nutrition as it applies to all life cycle stages with emphasis on nutrients and their utilization in the human body. Food patterns, availability, acceptability and safety are stressed as they relate to individuals and population groups. Open to all students. Fall, Spring and Summer Terms, every year. **3 Hrs.**

NURS 217 Child Health Nursing
This course focuses on application of the nursing process and holistic caring approach to the care of children and childrearing families. Theories related to life cycle events, cultural diversity, adaptation and functional health patterns are applied to healthcare needs related to high-risk newborn and the developing child and family. Emphasis is placed on accountability for the primary nurse, decision making, collaboration and clinical competence. Clinical experiences are provid ed in the hospital setting, in community health agencies and in the home. Focused assessments and primary, secondary and tertiary levels of healthcare are stressed. Clinical Course fee. *Prerequisites: NURS 124, BIOL 120, ENGL 110, ENGL 120, PSYC 304. Corequisites: NURS 205, NURS 219, PSYC 320.* **4 Hrs.**

NURS 219 Adult Nursing
This course is designated to apply the nursing process to adults who are experiencing cardiovascular, respiratory health problems, and alterations in coping. The student will utilize concepts of critical thinking, communication and caring as they care for the adult patient. Clinical experiences will be in medical-surgical units in the acute care hospital and community mental health agencies. Professional liability fee. Clinical course fee. *Prerequisites: NURS 124,BIOL 120, ENGL 110, ENGL 120, PSYC 304. Corequisites: NURS 217, NURS 205, PSYC 320.* **5 Hrs.**

NURS 228 Complex Adult Nursing
The course is designed to help the student in developing assessment and clinical decision-making skills related to the nursing needs of patients in complex care situations. Focus is on the nursing management of the adult patient with oncologic needs and those individuals with alterations in the function of the neurological, endocrine, hematological and urological systems. Clinical practices include oncology and medical-surgical units, dialysis unit and intensive care units. Professional liability fee. Clinical course fee. *Prerequisites: NURS 217, NURS 219, PSYC 320. Corequisites: NURS 240, NURS 205.* **8 Hrs.**

NURS 232 Preceptorship
This course is designed to facilitate the transition from student to beginning practitioner in the discipline of Nursing. Topics for discussion include socialization into the nursing role, professional trends and issues affecting contemporary nursing and healthcare. Each student is placed in preceptorship with a registered nurse in an acute care setting. The focus is on the Nursing management of multiple clients. Clinical course fee. *Prerequisites: All nursing and general education courses. Corequisite: NURS 240.* **3 Hrs.**

NURS 240 Leadership Development Studies
This course introduces basic principles of leadership; management and interdisciplinary team building. Other topics include conflict resolution, personal and professional accountability, healthcare ethical/legal issues, credentialing and regulation of professional practices. The student is also introduced to basic research concepts and consumerism. Healthcare trends and economics are discussed with emphasis on efficient use of resources and quality of care. *Prerequisites: NURS 100, NURS 118, NURS 124, NURS 217, NURS 219, all general education requirements. Corequisite: NURS 228.* **3 Hrs.**

NURS 302 Health Assessment
This course focuses on the holistic assessment of healthy individuals. Selected experiences enable students to integrate knowledge and skills including observation, interview and physical examination. *Prerequisite: BIOL 211.* **3 Hrs.**

NURS 306 Introduction to Professional Nursing
This introductory clinical course focuses on concepts relevant to professional nursing practice. Classroom theory and laboratory experiences lay the foundation for clinical experiences in selected settings. Professional liability fee. Nursing Lab fee. **6 Hrs.**

NURS 310 Nursing
A Practice Discipline This non-clinical course focuses on the discipline of professional Nursing. Concepts relevant to nursing are explored. *Prerequisite: Registered Nurse.* **3 Hrs.**

NURS 330 Adult Nursing I
This course focuses on the etiology, pathophysiology, collaborative and holistic Nursing management of adults experiencing acute and chronic health problems. Students will use critical thinking to plan interventions appropriate to healthcare needs. Clinical practice takes place in acute care settings. *Prerequisites: Junior status in the nursing major and PSYC 320. Corequisite: NURS 304. Professional Liability Fee.* Clinical course fee. **5 Hrs.**

NURS 332 Adult Nursing II
This course builds on Adult Nursing I and continues to focus on pathophysiology, collaborative and holistic Nursing management of adults experiencing acute and chronic health problems. Clinical practice takes place in acute care and community settings. *Prerequisites: NURS 330, NURS 304. Professional Liability Fee. Clinical course fee.* **5 Hrs.**

NURS 334 Maternal and Newborn Nursing
This course focuses on the needs of women, newborns, and their families during the childbearing phase of family development. Course content includes health promotion, disease prevention, and illness management. Clinical practice takes place in a variety of community and acute care settings. **4 Hrs.**

NURS 336 Child Health Nursing
This course focuses on the phenomenon of child rearing and the care of healthy and sick children within the context of family and community. Course content includes health promotion, disease prevention, and illness management. Clinical practice takes place in a variety of community and acute care settings. *Prerequisite: NURS 334. Prerequisite or Corequisite: NURS 332. Professional Liability Fee.* Clinical course fee. **5 Hrs.**

NURS 350 Directed Study in Nursing
This directed study is designed to encourage students to study a nursing topic of interest to the student and the profession. Contract objectives will be developed in consultation with a nursing faculty who will serve as mentor for the project. **1 or 2 Hrs.**

NURS 354 Nursing Perspectives I
This course is the first of two courses related to Nursing perspectives. This course examines historical and current factors that shape the profession, focusing on legal an ethical issues that are critical to the practice of professional Nursing. **1-2 Hrs.**

NURS 354 Nursing Perspectives I
This course focuses on professional role development including an historical perspective and influences on current practice. **2 Hrs.**

NURS 360 Topics in Nursing
This course is designed to investigate a current topic or specialized area of Nursing. The topics will vary from term to term and will provide the student with an opportunity to study a topic that is not offered on a regular basis in the curriculum. Open to all students. **3 Hrs.**

NURS 361 Forensics
This course is designed to train the participant to recognize and properly document forensic cases and to collect and correctly package evidence. The course will prepare the participant to work with the courts and law enforcement as well as to identify the advocacy needs of patients and community resources available to victims of crime. *Prerequisite: None.* **3 Hrs.**

NURS 372 Health Care Informatics
This course is designed to familiarize nursing students with the concepts and theories of inter-disciplinary healthcare information systems (HIS). The course uses web-based technology, text reading, and email discussions in addition to traditional in-class lecture and assumes a basic working knowledge of Microsoft Word. *Prerequisite: Registered nurse or permission of instructor.* **3 Hrs.**

NURS 400 Nursing Research
In this writing-intensive course, students examine the research process through critical appraisal of existing Mursing research. Analysis of previous studies guides teams of students in designing research projects aimed at the resolution of identified clinical nursing problems. Emphasis is on utilization of research findings to establish evidence based nursing intervention. *Corequisite/Prerequisite: MATH 206.* **3 Hrs.**

NURS 401
Leadership in Nursing This course emphasizes management theory in healthcare delivery. Principles of management and changes within the healthcare system are related to Nursing practice. *Prerequisites: all 300-level nursing courses, or permission of the instructor.* **3 Hrs.**

NURS 402 Community Health Nursing
This course examines nursing as part of the larger healthcare delivery system. Emphasis is on identification of health and health promotion needs of families and communities. Demographic and epidemiological data are explored to identify populations at risk. Clinical experiences are arranged with faculty. *Prerequisite: Registered nurse admitted to major.* **6 Hrs.**

NURS 403 Community Health Nursing
This course examines nursing as part of the larger healthcare delivery system. Emphasis is on the identification of health and health promotion needs of families and communities. Demographic and epidemiological data are explored to identify populations at risk. Clinical experiences are provided in a broad spectrum of community agencies. Clinical course fee. *Prerequisite: NURS 408.* Professional Liability Fee. **5 Hrs.**

NURS 408 Mental Health Nursing
This course focuses on teaching strategies to promote mental health and manage responses to caring for mentally ill clients in both inpatient and outpatient settings. *Prerequisite: acceptance to the nursing major.* Professional Liability Fee. Clinical course fee. **5 Hrs.**

NURS 432 Health, Healing and Wellness
This is a course designed for the clinically experienced registered nurse who is spiritually motivated to help members of a local congregation or parish interconnect the body, mind and spirit toward the goal of health and well being. **3 Hrs.**

NURS 442 Complex Nursing Situations
This clinical course focuses on analysis and synthesis of concepts from nursing and the physical, social and behavioral sciences. Students refine, broaden and expand their perspectives of nursing practice. Clinical experiences are arranged with faculty. *Prerequisite: Registered Nurse, NURS 402. Prerequisite/Corequisite: NURS 401.* **6 Hrs.**

NURS 454 Nursing Perspectives II
Course focuses on professional nursing issues that have an impact on current and future practice. *Prerequisite: senior status.* **3 Hrs.**

NURS 460 Independent Study
Independent investigation of a selected topic in nursing is accomplished through faculty mentorship. Directed readings culminate in a scholarly paper. *Repeatable for a total of 6 Hrs.* **1-3 Hrs.**

NURS 472 Contemporary Gerontological Nursing
The course examines the role and effectiveness of community resources in assisting elders and their families to meet their healthcare needs. The course emphasizes the nursing care of adults in contemporary helath settings. Content includes current theories of gerontology and focuses on best practices in the care of older adults. *Prerequisite: Registered Nurse or permission of instructor.* **3 Hrs.**

NURS 498 Nursing Internship I
This clinical internship focuses on the application of concepts from nursing and the physical, social, and behavioral sciences to the clinical setting. The student's socialization into the professional role is strengthened through an extended clinical experience with a nurse preceptor. This course and NURS 499 Nursing Internship II combine to fulfill the Queens University of Charlotte and North Carolina Board of Nursing internship requirement. **4 Hrs.**

NURS 499 Nursing Internship II
This course continues to prepare students for their transition into professional nursing practice. Students integrate prior learning and experience into the delivery of safe, effective, and individualized patient care through a precepted clinical experience. Seminars focus on the analysis and application of patient safety and quality initiatives across a variety of clinical settings. **2-4 Hrs.**

ORGANIZATIONAL COMMUNICATION

OCOM 207 Advanced Expository Writing
Expository writing based upon topics and readings to be assigned by the instructor. The student will be expected to write knowledgeable expository prose based upon thought, reading and research. *Prerequisites: ENGL 101 and 102 or permission of the department. Students may elect this course as ENGL 207.* **3 Hrs.**

OCOM 215 Business and Professional Speaking
In this skills-based course, students learn to design and deliver effective oral presentations for speeches, meetings, training and sales presentations. The course stresses extemporaneous delivery in informative and persuasive contexts, including the use of appropriate handouts and visual aids. *Prerequisites: English 101 and 102.* **3 Hrs.**

OCOM 216 Business and Professional Writing
In this skills-based course, students learn to design and deliver effective written messages, including memos, letters, reports and manuals. The course stresses appropriate writing approaches, style, tone, document design, and use of illustrations in professional documents. *Prerequisites: English 101 and 102.* **3 Hrs.**

OCOM 301 Film: Process and Product
This course examines the creation and consumption of films. Students will evaluate how art, popular, documentary and/or corporate filmmakers use visual and structural methods such as editing, frame composition, and signs and codes to inform or move members of target audiences. The course covers themes relating to various aspects of organizational communication and culture. **3 Hrs.**

OCOM 305 Organizational Communication
This course is designed to explore the broad theories and applications of organizational and managerial communication and to develop critical skills to improve communication in business settings. Students will investigate communication flow and processes within organizational contexts, including: communication in management; work delegation; interpersonal relationships in the workplace; communication in small group contexts involving decision making, meetings and team building; conflict management; networking; sexual harassment and office politics. **3 Hrs.**

OCOM 309 Communications Campaigns
Communication campaigns are focused, large-scale efforts to exert social influence. This course deals with the planning, organization, implementation and valuation of various political, advertising, public relations and social campaigns. Students will analyze both classic and current communication campaigns as well as prepare and present their own campaign for a given organization, product or issue. **3 Hrs.**

OCOM 310 Communication in Management
A study of the theory of how humans use linguistic and non-linguistic codes to establish, manage, and lead business relationships. The course includes outcome setting, dovetailing of outcomes with subordinates and superiors, increasing behavioral flexibility, and negotiating. **3 Hrs.**

OCOM 312 Nonverbal Communication
This course examines the various theories, research and applications of nonverbal communication in both personal and professional contexts. Areas to be studied include the following: body movement and gestures; clothing and personal artifacts; facial expression and eye behavior; use of space and territory; touching behavior; paralanguage and voice characteristics; and deception detection. The above areas will be applied to the contexts of interpersonal relationships, the workplace and cultural differences. **3 Hrs.**

OCOM 317 Gender in the Workplace
This course examines the theories and applications of gender studies in the context of the working relationships between women and men. Areas to be studied include: basic gender theories; conversational rituals; nonverbals and status; "when she's the boss" - women and authority, directness in work delegation; communication in meetings; and mixed group vs. same sex group interaction. **3 Hrs.**

OCOM 320 Organization Development
This course provides an overview of the field of organization development with an emphasis on the principles of human behavior in change efforts. Specific topics include organizational diagnosis, process consultation and change management. Emerging issues in the field such as chaos theory are covered. **3 Hrs.**

OCOM 322 Interpersonal Communication
The study of communication as it affects the individuals interaction with other people in relationships. The course includes consideration of such concepts as self-concept analysis, perception, self-disclosure, gender roles in communication, nonverbal communication, listening behavior, dyadic interaction, interpersonal conflict and intercultural communication. **3 Hrs.**

OCOM 327 Intercultural Communication
The examination of the relationship between communication and culture. Students will explore the challenges of global business environments, international organizations, and conducting business in international settings. *NOTE: This course satisfies the International Issues requirement.* **3 Hrs.**

OCOM 330 Human Resource Development
This course examines the role of strategic human resource management in coordinating and integrating strategic change across organizations. A dual emphasis is placed on both human resource management strategies such as staffing and retention and on human development issues which include adult learning and motivation. **3 Hrs.**

OCOM 332 Conflict Management
This course examines the nature of conflict and the impact that conflict has on our professional lives. The focus of the course is on self-assessment and the effect that different styles of conflict management have on the parties involved. Specific strategies for managing conflict, including verbal and nonverbal communication, active listening and negotiation are explored. **3 Hrs.**

OCOM 335 Persuasion
A study of classical and contemporary approaches to the study of messages designed to influence others, to increase understanding of how we persuade, how we are persuaded, and why so many persuasive attempts fail. Students will analyze persuasive appeals in a variety of contexts, such as interpersonal relationships, employee communications, marketing, advertising, nonprofit appeals and political campaigns. **3 Hrs.**

OCOM 340 Training and Consultation
The purpose of this course is to enable students to better understand the role of consultants in providing services for a professional organization. The course examines various skill sets and strategies used for assessment, intervention and evaluation. The specific topics covered include management development, team building and organizational culture assessment. Each topic is approached from the perspectives of both the internal trainer and the external consultant. **3 Hrs.**

OCOM 344 Group Dynamics and Team Building
This course analyzes the processes of small group communication, particularly in the context of task-oriented and decision-making bodies. Areas to be considered include how individuals are forged into a group consciousness, the stages of group development, the dynamics of group interaction, productivity and satisfaction, team building techniques, leadership and other roles, the management of conflict and decision making. **3 Hrs.**

OCOM 350 Independent Study
A program of directed readings or a re-search project. Requires approval of the supervising professor and the department chairperson. *Prerequisite: Core courses in the OCOM major. Open to senior organizational communication majors with a 3.0 GPA in the major.* **1-3 Hrs.**

OCOM 360 Topics in Organizational Communication
Intensive consideration for a single topic in organizational communication. The topics and prerequisites for this course will vary depending on the topic and instructor. **3 Hrs.**

OCOM 475 Communication Theory and Research
The study of a variety of theories of communication as they frame questions and enable the discovery of answers. Theories range from basic conceptions of the communication process through interpersonal, public and mass communication. These theories then provide the basis for the investigation of key questions concerning situations of communication, particularly in organizational contexts. *Prerequisites: OCOM 215, 216, and 305; one course from each cluster, plus at least 9 hours of electives for OCOM.* **3 Hrs.**

OCOM 480 Communication Theory
The study of various communication theories as they frame research questions and influence conclusions. Theories range from basic conceptions of the communication process through interpersonal, public and mass communication. *Prerequisites: COMM 101, COMM 200, COMM 204 or COMM 207.* **3 Hrs.**

OCOM 499 Capstone Project
At the beginning of the semester in which students expect to graduate with a BA in organizational communication, students will submit a portfolio of their work in the OCOM program to the faculty. The portfolio is designed to demonstrate the scope and quality of students work in the program up to this culminating semester. Students will then present their work before a jury of OCOM faculty approximately two to three weeks into the semester. The capstone project will be evaluated on a pass/fail basis. Pass/Fail **1 Hr.**

PHYSICAL EDUCATION

PHED 121 Beginning Tennis
Fundamental skills of tennis (forehand, backhand, serve); emphasis on development of strokes; course for the beginner. Not open to varsity tennis players. Fall Term, Spring Term, every year. Pass/No Record **1 Hr.**

PHED 123 Advanced Beginning Tennis
Emphasis on strengthening fundamental skills. Designed for the student who has had some experience with tennis or a course in beginning tennis; singles and doubles competition in the class. Not open to varsity tennis players. Fall Term, Spring Term, every year. Pass/No Record **1 Hr.**

PHED 125 Intermediate Tennis
Emphasis on improving fundamental skill, advanced strokes and techniques; singes and doubles competition within the class. May be repeated for credit. Not open to varsity tennis players. Fall Term, Spring Term, every year. Pass/No Record **1 Hr.**

PHED 131 Beginning Modern Dance
An introduction to the basic principles of rhythm, design and dynamics in modern dance; concentration on movement techniques, improvisation and dance composition. Fall Term, Spring Term, every year. Pass/No Record **1 Hr.**

PHED 132 Intermediate Modern Dance
Continuation of Physical Education 131, emphasizing comprehensive study of movement techniques as applied to dance composition and improvisation. Fall Term, Spring Term, every year. Pass/No Record **1 Hr.**

PHED 134 Dance Production
Experience in the choreography of dance as well as designing a dance performance. Students must have prior dance experience or permission of the instructor. May be repeated for credit. Fall Term, Spring Term, every year. Pass/No Record **1 Hr.**

PHED 135 Folk and Square Dance
Recreational activity class in folk dance and both traditional and modern square dance. Experience in instruction for students who plan to work in elementary education, recreation and related fields. Spring Term, every year. Pass/No Record **1 Hr.**

PHED 136 Ballet I
Introduction to classical ballet. May be repeated for credit. Fall Term, every year. Pass/No Record **1 Hr.**

PHED 137 Body Dynamics
Physiological principles and components of physical fitness presented. Additional topics addressed are diet, nutrition, health habits and stress management. Students choose an individualized program that includes walking, jogging, light weight training or a combination of activities. Fitness workouts comprise three fourths of the class work, theory one fourth. May be repeated for credit. Fall Term, Spring Term, every year. Pass/No Record **1 Hr.**

PHED 138 Heart Health and CPR
A course designed to combine the study of Heart Health with American Red Cross CPR and First Aid. Three certifications in CPR: Adult, Infant and Child; one certification in First Aid. Fall Term, odd years. Pass/No Record **1 Hr.**

PHED 141 Weight Training
Principles of weight training and conditioning and their application to everyday living. Includes basis weight training skills and activities for improving fitness. Bodybuilding and power lifting will be introduced. May not be repeated for credit. Fall Term, Spring Terms, every year. Pass/No Record **1 Hr.**

PHED 142 Aerobic Exercise
Principles of weight training and conditioning and their application to everyday living. Includes basis weight training skills and activities for improving fitness. Bodybuilding and power lifting will be introduced. May not be repeated for credit. Fall Term, Spring Terms, every year. Pass/No Record **1 Hr.**

PHED 151 Beginning/Advanced Beginning Swimming *******
For the non-swimmer and beginner; basic safety skills, front crawl and elementary backstroke; opportunity to earn Red Cross certificates. Spring Term, every year. Pass/No Record 1 Hr.

PHED 153 Intermediate Swimming
Elementary back, front crawl, breast, side and back crawl strokes, safety skills; opportunity to earn Red Cross certificate. Spring Term, every year. Pass/No Record **1 Hr.**

PHED 156 Competitive Swimming
This course provides an opportunity for students with experience in competitive swimming to further develop their swimming skills as well as their physical fitness. Additionally, students will have opportunities to compete within the class, the university and with other schools. As needed. Pass/No Record **1 Hr.**

PHED 158 Water Safety Instructor
Increased knowledge, judgment and teaching skill for training others to swim; Red Cross certificate. Only 1 Hr. counts toward the P.E. and graduation requirement. Fee applies. As needed. Pass/No Record **2 Hrs.**

PHED 159 Lifeguard Training
In-depth study and practice of the skills and knowledge required for an individual to properly assume the responsibilities of a lifeguard at a swimming pool or a protected open-water beach. Emphasis is placed on the concern for the safety of others. Red Cross certification. Also includes Red Cross Basic FirstAid and CPR certification. *Prerequisites: Swim 500 yds. continuously using crawl, breaststroke, elementary backstroke and sidestroke; surface dive to a minimum depth of 5 feet and swim underwater for a minimum of 15 yards; and tread water for one minute. Fee applies.* Fall Term, every year. Pass/No Record **1 Hr.**

PHED 161 Beginning Golf
Fundamentals of golf for those who have little or no golf skill. Course concentrates on grip, stance, club selection, etiquette and rules. Approximately one-fifth of class time is dedicated to play. Fee: approximately applies. May be repeated for credit. Not open to members of varsity golf team. Fall Term, every year. Pass/No Record **1 Hr.**

PHED 169 Topics in Physical Education
This course provides an opportunity for study of various topics in the field of physical education which are not offered on a regular basis. The topics for the course will vary from term to term. May be repeated with different subtitles. No more than one hour may count towards the physical education requirement. As needed. Pass/No Record. Repeatable for a total of 6 Hrs. **1-3 Hrs.**

PHED 171 Riding
Instruction offered at three levels: beginner, intermediate and advanced; qualified students may hunt by arrangement. Fee: Please contact Department of Physical Education. May be repeated for credit. Fall Term, Spring Term, every year. Pass/No Record **1 Hr.**

PHED 180 Water Aerobics
Comprehensive physical fitness program performed in the water. Nonimpact aerobics, strength, flexibility, cardio-respiratory endurance, muscular endurance achieved by using water as the resistance. Swimming skills not necessary since the participant can maintain a position in the shallow end of the pool without submerging head. Ideal course for the physically impaired as well as the exercise enthusiast, since the work can be individualized. May be repeated for credit. Fall Term, every year. Pass/No Record **1 Hr.**

PHED 181 Indoor Soccer/Basketball
Principles, skills, tactics and strategy for both soccer and basketball. Includes lecture, skill practice, play and skills testing for both sports. One half semester devoted to each. May be repeated for credit. Not open to varsity soccer or basketball players. Spring Term, every year. Pass/No Record **1 Hr.**

PHED 182 Indoor/Outdoor Volleyball
Course teaches fundamental skills, rules, regulations and simple strategies. May be repeated for credit. Not open to members of the varsity volleyball team. Fall Term, every year. Pass/No Record **1 Hr.**

PHILOSOPHY

PHIL 203 Introduction to Philosophy
Introductory study of the perennial questions of philosophy and the various methods by which philosophy has tried to answer them. **3 Hrs.**

PHIL 204 Introduction to Logic
A study of the major forms of reasoning: deductive, inductive, and explanatory - used in everyday life, science, and philosophy. Attention will be given to the use of logical techniques in problem-solving. **3 Hrs.**

PHIL 220 Introduction to the Philosophy of Religion
An introduction to some central problems in the philosophy of religion such as the nature of religious experience, God, reason and faith. The aim of the course is to understand these important issues through both a sympathetic awareness of the spirit of religion and its traditions and at the same time a close critical evaluation of religious claims. Fall Term, even years. **3 Hrs.**

PHIL 304 Contemporary Western Philosophy
An investigation of major European and American philosophers of the 19th and 20th centuries, beginning with the existentialist thought of Kierkegaard and Nietzsche. The course will explore reactions to enlightenment thought, with emphasis on analytic philosophy and existentialism. *Prerequisite: PHIL 203 or consent of the instructor.* Spring Term, odd years. **3 Hrs.**

PHIL 305 Medical Ethics
An investigation of the major ethical dilemmas arising with the life sciences. The course intends to assist students to identify, analyze and decide ethical issues in such a way that they can defend their positions to themselves and to others. Some of the issues to be investigated are abortion, death and dying, patient rights and justice in the allocation of medical resources. As needed. **3 Hrs.**

PHIL 320 Philosophy of Religion
An investigation of the major philosophical issues involved in religious thought and experience. Topics may vary, but may include the nature of religiouse experience, the existence of God, faith and reason, the problem of evil and the nature of religious language. (evening only) **3 Hrs.**

PHIL 330 Ancient and Medieval Western Philosophy
A historical and conceptual investigation of the major texts of the Pre-Socratics, Plato, Aristotle and selected medieval thinkers, such as Augustine and Aquinas. *Prerequisite: PHIL 203 or consent of the instructor.* Spring Term, even years. **3 Hrs.**

PHIL 334 Modern Political Thought
This course examines and evaluates the challenge to classical, social, and political Philosophy posed by such writers as Hobbes in the *Leviathan*, Madison in selected *Federalist Papers*, Tocqueville in *Democracy in America*, Mill in *On Liberty*, and Weber in selections from several works. We consider the differing views of these authors on how best to construct healthy and successful political societies; the proper relation between politics and religion, and between the individual and the community; the nature of our rights; and the proper extent of human liberty and equality. This class is both a study in intellectual history and a foundational course in political theory. Sophomore standing or permission of the instructor. **3 Hrs.**

PHIL 340 Contemporary Moral Issues
This course examines pressing moral issues from an array of perspectives. Traditional ethical theory (as presented by Aristotle, Mill, Kant and Rawls) and religious ethical traditions (such as Christian, Hindu, Buddhist, Taoist and Confucian) are used to analyze contemporary issues such as euthanasia, genomica, poverty, environmental ethics and war. Spring (evening only) **3 Hrs.**

PHIL 349 Topics in Philosophy
Concentrated study of a particular person, movement or issue in philosophy. Topics as proposed will be chosen by the department and approved by the educational programs and Curriculum Committee to supplement regular offerings and to cover specialized problems. Course may be repeated for credit with different subtitles. *Prerequisite: PHIL 203 or consent of the instructor.* Repeatable for a total of 12 Hrs. **3 Hrs.**

PHIL 350 Directed Studies in Philosophy
Faculty-supervised study of an approved topic in philosophy through selected readings. To be evaluated through a weekly meeting with the instructor and a comprehensive paper. May be repeated once for credit. Open to majors in the junior or senior year, with permission of the department. As needed. **1-3 Hrs.**

PHIL 400 Major Thinkers and Issues
An examination of major figures in the field, and their views and impacts on current issues in the field. Topics will vary. May be repeated four times with different topics. Open to junior and senior majors, and others by permission of the instructor and chair. For Hayworth students, this course fulfills the writing-intensive course requirement. Spring Term, every year. Repeatable for a total of 12 Hrs. **3 Hrs.**

PHYSICS

PHYS 100 Introduction to Astronomy
Beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics. *Prerequisites: Elementary algebra and plane geometry; Three hours lecture and three hours laboratory each week.* Fall Term, every year; Spring Term, every year. **3 Hrs.**

PHYS 101 General Physics
Beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism and atomic physics. *Prerequisites: elementary algebra and plane geometry; Physics 101 is prerequisite to PHYS 102.* Fall Term, every year. Lab fee applies. **4 Hrs.**

PHYS 102 General Physics II
Beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism and atomic physics. *Prerequisites: elementary algebra and plane geometry; Physics 101 is prerequisite to PHYS 102.* Fall Term, every year. **4 Hrs.**

PHYS 121 Astronomy
This course is an introductory survey of some of the laws and principles which are fundamental to physical sciences such as physics, chemistry, geology and astronomy. Some of the topics studied include: The scientific approach to knowing, measurement, force and motion, matter and energy; waves, sound, and light; atomic structure, chemical properties, the atmosphere, the structure of the earth, and the solar system. This course is designed to meet the laboratory science requirement for non-science majors. No prerequisites. Lab fee applies. **4 Hrs.**

POLITICAL SCIENCE

POLS 101 Contemporary Political Questions
This course provides an introduction to the basic questions and approaches to the study of politics. It examines basic concepts and ideas of political discourse such as power, security, legitimacy, leadership, social structure, inequality, political institutions and collective action. A central question of the course will be: "What is the best political society?" Case studies, novels, and videos will be used to relate concepts and ideas to current political issues. As needed. **3 Hrs.**

POLS 201 American Politics
Origins and development of the constitution and the federal system; introduction to the presidency, Congress, Supreme Court; political parties and pressure groups as actors in politics; conservatism and liberalism as motivating philosophies. Fall Term, Spring Terms, every year. **3 Hrs.**

POLS 250 Introduction to Comparative Politics
Introduction to the comparative study of politics. Examines the nature of contemporary political systems and explanations for how and why they vary. Examines the historical process of political change and development as well as country-specific political institutions, practices and policies. This course fulfills the writing-intensive course requirement. Fall Term. **3 Hrs.**

POLS 270 Introduction to World Politics
Introduction to the behavior of nation-states in the contemporary world system; examination of concepts and problems regarding security, international organizations and human rights. Spring Term, every year. **3 Hrs.**

POLS 298 Moot Court
Introduction to basic legal terms and procedures. Examination of the techniques of legal arguments and the basics of writing of legal briefs. Students will be required to participate in simulated oral arguments. May be repeated once for elective credit. Spring Term, every year. **3 Hrs.**

POLS 299 Model United Nations
This course is designed to give students an understanding of the United Nations in the international system, an introduction to the UN's principles and organization and preparation to attend the Southern Regional Model United Nations Conference held every fall in Atlanta, Georgia. The course helps develop skills in diplomacy, negotiation, writing and public speaking. May be repeated for elective credit. Fall Term, every year. Repeatable for a total of 12 Hrs. **3 Hrs.**

POLS 300 Current Topics in Political Science
The study of selected approaches to the study of political activity or specialized topics of contemporary political science research. Possible topics include political psychology, political economics and political fiction. Topics to be announced the term prior to offering. Course may be repeated for credit with different topics. As needed. **3 Hrs.**

POLS 301 European Politics
Comparative analysis of political culture, institutions and behavior in selected modern European nations; emphasis on the United Kingdom, France, Germany and Italy. Examination of the role of the European Union in shaping modern Europe. Prerequisite: POLS 250 or permission of instructor. Spring Term, odd years. **3 Hrs.**

POLS 302 African Politics
This course familiarizes students with the politics, socioeconomic conditions and cultures of African states. Emphasis is on the post-colonial period and the effects of ideologies of development on government efforts to frame national policies that express traditional values within a rapidly changing economic and technological context. Case study models of nation-building are contrasted and compared in terms of policy constraints and choices. We analyze the legacy of the Cold War, Pan-Africanism, contemporary civil and ethnic conflicts and attempts at regional and continental integration. *Prerequisite: POLS 250 or permission of instructor.* Fall Term, even years. **3 Hrs.**

POLS 303 Latin American Politics
This course introduces students to contemporary political conditions in Latin America and examines major theoretical explanations for political and economic development in the region. The course will focus on issues such as the emergence of democratic rule, efforts to create political stability, and how issues such as poverty and development affects the political process in the region. Country emphasis will vary. *Prerequisite: POLS 250 or permission of the instructor.* Spring Term, even years. **3 Hrs.**

POLS 304 Politics of the Middle East
The Middle East has experienced more crises and generated more political, ideological and religious controversies than any other region of the "third world," particularly from a Western perspective. This course addresses the following question: What explains the turbulent politics of the modern Middle East? Our collective aim is to critically contemplate the wide range of explanations that have been offered to date. We begin by probing the geographical, historical and religious contours of the Middle East. We then scrutinize the nature of contemporary politics in the region, before turning our attention to an examination of the complex relationships among eco-nomics, ethnicity, nationalism, religion and gender relations that have influenced the lives of Middle Eastern men and women. *Prerequisite: POLS 250 or permission of instructor.* Fall Term, odd years. **3 Hrs.**

POLS 306 Politics of Developing Countries
Introduction to the processes of political development and change, and to problems confronting developmental efforts of an emerging nation; emphasis on selected African, Asian and Latin American nations. *Prerequisite: POLS 250 or permission of instructor.* Fall Term, odd years. **3 Hrs.**

POLS 309 Campaigns and Elections
This course will focus on the procedures of campaigns and elections, past and present. It will examine the various parts of an election campaign money, organization, strategy, use of the media in order to gain a better understanding of how modern campaigns are run and differ from campaigns in the past. Case studies will be utilized to illustrate key concepts and ideas. The course will be taught in the fall of even-numbered years and focus on the congressional and/or presidential campaigns in progress as the course is taught. Fall Term, even years. **3 Hrs.**

POLS 313 Constitutional Law/Judicial System
Examines major decisions by the United States Supreme Court in areas of legislative and executive power, commerce, civil rights and civil liberties. Examines the structure and function of the American court system, its relationship to the political process, the basis for legal argument and judicial decision-making. Participation in moot court exercises required. *Prerequisite: POLS 201 and sophomore standing or permission of the instructor.* Spring Term, every year. **3 Hrs.**

POLS 315 Congress and Presidency
Examination of the structures, functions and politics of the United States Congress and the Presidency including the electoral process, conflicts in decision-making and policy outcomes. *Prerequisite: POLS 201 or permission of instructor.* Fall Term, odd years. **3 Hrs.**

POLS 320 Ethnic, Minority and Gender Politics
An examination of the struggle for political, social and economic rights on the part of ethnic minorities, religious minorities and women in America. Focus is on political struggles, past discrimination, and present inequalities. A central question of the course looks at the extent to which opportunities for success are available to all groups. Groups examined include African Americans, Latinos, Asians, Native Americans, Jews and women. Fall Term odd years. **3 Hrs.**

POLS 326 Contemporary American Foreign Policy
Analysis of the role of the United States in contemporary world politics; emphasis upon the nature of the foreign policy-making process and the rationale, content and impact of contemporary American international action and policies. *Prerequisite: POLS 201 or permission of instructor.* Fall Term, every year. **3 Hrs.**

POLS 333 Classical Political Thought
This course introduces students to classical social and political philosophy through analysis of Plato's Republic and Aristotle's Nicomachean Ethics and Politics. It addresses enduring questions about the community, the individual, happiness, and justice. Other themes to be discussed include the ideal political order, the character of virtue or human excellence, the relationship between politics and other aspects of human life (such as economics, the family and friendship) and the political responsibility for education. This class is both a study in intellectual history and a foundational course in political theory. Students may elect this course as HIST 333. *Prerequisite: Sophomore standing or permission of the instructor.* Fall Term, every year. **3 Hrs.**

POLS 334 Modern Political Thought
This course examines and evaluates the challenge to classical social and political philosophy posed by such writes as Hobbes in the *Leviathan*, Madison in selected *Federalist Papers*, Tocqueville in *Democracy in America*, Mill in *On Liberty* and Weber in selections from several works. We consider the differing views of these authors on how best to construct healthy and successful political societies; the proper relation between politics and religion, and between the individual and the community; the nature of our rights; and the proper extent of human liberty and equality. This class is both a study in intellectual history and a foundational course in political theory. Students may elect this course as PHIL 334 or HIST 334. *Prerequisite: Sophomore standing or permission of the instructor.* Spring Term, every year. **3 Hrs.**

POLS 340 Environmental Politics
This course examines key issues in the area of environmental protection, focusing on how political actors make decisions about environmental policy. A look at the historical evolution of environmental issues, the extent of an environmental "crisis" and related moral and ethical questions. Topics include population growth, land and water protection, air quality (including ozone depletion and the greenhouse effect), the protection of animal life, and the disposal of regular, toxic and nuclear waste. Spring Term, even years. **3 Hrs.**

POLS 345 International Human Rights
This course examines the philosophical origins of international human rights, the institutional mechanisms established to promote and protect international human rights, and the contending discourses over human rights policies between states, international agencies and governmental organizations and citizen action. Case studies include Bosnia, Kosovo, Rwanda, China and Guatemala. Spring Term, odd years. **3 Hrs.**

POLS 347 International Terrorism
Examines the complexities of terrorism including its definition; reasons and sources of terrorist activity; political responses by states; legal means of addressing terrorism through international and comparative law; and the difficulties of preventing terrorism. The course also seeks to train students in international and comparative law and to examine issues of success and failure in addressing terrorism. Course structure includes readings, discussions, internet projects, in-class projects, presentations and the use of case study methods. Spring Term even years. **3 Hrs.**

POLS 350 Directed Study
Investigation of a specialized topic in political science through research, special instruction and assigned readings. A paper and oral or written examination by staff are required. *Prerequisite: approval of department.* As Needed. **3 Hrs.**

POLS 425 Contemporary Chinese
Politics analysis of the domestic and foreign politics of the People's Republic of China. Emphasis on modernization and political change. *Prerequisite: POLS 250 or permission of instructor.* Fall Term, even years. **3 Hrs.**

POLS 450 Independent Study
Opportunity for independent investigation of a topic by means of a thesis or a program of directed readings; oral examination by department members. Open to seniors with permission of the department. As Needed. Repeatable for a total of 9 Hrs. **1-3 Hrs.**

POLS 460 Major Issues in Politics
In-depth examination of a major issue through readings, major writing assignments and class discussion. Topics vary based on faculty and student interest. Possible topics include democracy, nationalism, religion and politics, women in politics, revolution, development, the world system, environmental law, international political economy, state and society. This course fulfills the writing-intensive course requirement. *Prerequisite: Junior standing and 12 credit hours in political science or permission of the instructor.* As needed. **3 Hrs.**

PSYCHOLOGY

PSYC 201 General Psychology
Survey of the field of psychology emphasizing the results of scientific investigations in the area of behavior. Fall Term, Spring Term, every year. **3 Hrs.**

PSYC 201L General Psychology Laboratory
Introduction to techniques and procedures in psychological research. Students will conduct research in areas including learning, development, cognition, personality, perception and social behavior. This course must be taken either concurrently with or following the completion of PSYC 201. Fall Term, spring every year. **1 Hr.**

PSYC 300 Information Literacy in Psychology
This course is designed to provide instruction in basic literacy skills necessary to be effective in psychology. Students will receive training in searching, accessing, reading, and critically evaluating scientific databases, articles and chapters; writing APA style research reports and review papers; using SPSS, Excel, and other software programs to manipulate and analyze data; and presenting psychological research in various formats including written, graphic and oral formats. In addition career and graduate school opportunities will be presented and reviewed. *Prerequisite: PSYC 201* **3 Hrs.**

PSYC 302 Psychology of Personality
Survey of selected theories of personality and principles of personality development. Spring Term, every year. **3 Hrs.**

PSYC 303 Social Psychology
Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perception and the behavior of the individual in groups. Students may elect this course as SOCI 303. Spring Term, every year. **3 Hrs.**

PSYC 303L Experimental Social Psychology
Application of experimental methods to problems of social psychology such as attitude change, conformity and leadership. Special problems of research design and techniques peculiar to the area of social psychology are considered. *Prerequisite: PSYC 303. Three hours laboratory per week.* As needed. **1 Hr.**

PSYC 304 Abnormal Psychology
Study of the deviant individual from both the dynamic and behavioral viewpoints. The diagnosis, etiology, treatment and prevention of maladaptive behavior are considered. Fall Term, every year. **3 Hrs.**

PSYC 305 Introduction to Counseling
An introduction to various theories of behavior change, including dynamic, behavioral, cognitive, humanistic and existential approaches to therapy. Individual, group and family therapies will be discussed. *Prerequisite: PSYC 302 or 304.* Fall Term, every year. **3 Hrs.**

PSYC 306 Experimental Methods in Psychology I
Study of experimental methods used to address psychological questions. Principles of research, including experimental design, uses of apparatus, and procedural and statistical control are considered. This course fulfills the writing-intensive course requirement. *Prerequisite: MATH 206. This course must be taken concurrently with PSYC 306L.* Fall Term, every year. **3 Hrs.**

PSYC 306L Experimental Psychology Lab
Application of techniques and procedures of psychological research including conducting experiments. Three hours laboratory per week. This course must be taken concurrently with PSYC 306. Fall Term, every year. **1 Hr.**

PSYC 307 Experimental Psychology II
This course is the second of a two-part research course (following PSYC 306 and PSYC 306L). It is designed to provide students with more in depth experience in psychological research. The course includes completion of an independent research project and participation in faculty driven research projects. Students will present their research and be prepared to submit their research for publication and presentation in a regional or national venue. Graduate school preparation is an additional important part of the course. *Prerequisite: Successful completion of PSYC 306 and PSYC 306L.* **3 Hrs.**

PSYC 308 Exceptional Child
Study of problems experienced by children who deviate from normative patterns of growth and development. *Prerequisite: PSYC 320 or permission of the instructor.* Spring Term, even years. **3 Hrs.**

PSYC 310 Applied General Psychology
Study of the abilities and limitations of humans to sense, store, process information and act applied to the design, use and maintenance of human/machine systems including human computer interaction. Fall Term, even years. **3 Hrs.**

PSYC 311 Psychological Tests
Introductory study of principles of test evaluation and interpretation and consideration of examples of the major types of psychological tests in reference to these principles. *Prerequisite: MATH 206.* Fall Term, odd years. **3 Hrs.**

PSYC 312 Sensation and Perception
An introduction to the processes by which humans receive and interpret information from the environment. Sensory coding, information processing, perceptual development, perceptual illusions and psychophysical methods are among the topics discussed. As needed. **3 Hrs.**

PSYC 314 Psychology of Learning
An introduction to the processes by which humans receive and interpret information from the environment. Sensory coding, information processing, perceptual development, perceptual illusions and psychophysical methods are among the topics discussed. As needed. **3 Hrs.**

PSYC 315 Laboratory in Conditioning and Learning
Conducting experiments in respondent and operant conditioning and in human verbal learning. *Prerequisite/Co-requisite: PSYC 314.* Three hours laboratory per week. As needed. **1 Hr.**

PSYC 316 Cognitive Psychology
Scientific study of mental processes involved in the acquisition, storage, retrieval and use of knowledge. This course covers theory and research in cognitive psychology as applied to topics such as attention, memory, language and problem solving. Fall Term, every year. **3 Hrs.**

PSYC 320 Develpmental Psychology
An introduction to developmental processes from conception to old age. The emphasis in the course is on developmental principles, theoretical views and recent research. Fall Term, Spring Term, every year. **3 Hrs.**

PSYC 328 Infant and Child Development
An examination of the development of children from early infancy through middle childhood including various aspects of pre and post natal development. Theoretical, empirical and practical aspects of the cognitive, social, emotional and physical development of the young child will be covered. *Prerequisite: PSYC 201.* Fall or Spring Terms, every year. **3 Hrs.**

PSYC 330 Psychology of Adulthood and Aging
An examination of the factors that contribute to the psychological profile characterizing adulthood and old age, with concentration on old age. Emphasis on theories and processes underlying continuity and change with age. Included are field trips and discussion of new issues in applied research and service provision for older persons. Fall or Spring every year. **3 Hrs.**

PSYC 340 Forensic Psychology
The study of the interface between psychology and law emphasizing the application of scientific knowledge to the public sphere. The field includes the study of the cognitive behavioral dynamics of juries, eyewitness behavior and testimony, forensic implications of memory research, child custody, death penalty mitigation, the insanity defense and legal competence. *Prerequisite: PSYC 201.* Spring Term, every year. **3 Hrs.**

PSYC 352 Topics in Psychology
Intensive consideration of a problem in psychology. The topic for the course will vary from term to term. May be repeated with different subtitles. *Prerequisite: sophomore status or above.* As needed. Repeatable for a total of 12 Hrs. **3 Hrs.**

PSYC 360 Psychology of Religion
A survey of empirical and theoretical psychological perspectives in religious experience. Students will study the research trends and theories regarding religious development, religious experience, conversion, personality and religion and religious behavior. The insights of life-span developmental psychology, social psychology and personality theory will be studied. Foundational assumptions necessary for a behavioral science of religion will also be considered. Spring Term, every year. **3 Hrs.**

PSYC 400 Advanced General Psychology I
A restudy and synthesis of basic psychological principles. *Prerequisite: 21 hours of Psychology courses and Senior status.* Every Fall term. **3 Hrs.**

PSYC 401 Advanced General Psychology II
Consideration of the major issues in psychology from a dialectical perspective. *Prerequisite: PSYC 400.* Spring Term, every year. **3 Hrs.**

PSYC 404 Psychopathology in Childhood and Adolescence
An introduction to the scientific psychological study of behavior disorders in childhood and adolescence. Students will learn to identify the most common manifestations of these disorders and to understand the various current theories of their etiology and dynamics. Disorders will be studied from several different vantage points, including the psychodynamic, family systems, socio-cultural, developmental and biological. *Prerequisites: PSYC 201, 304, and either PSYC 302 or 305 or permission of the instructor. PSYC 320 is strongly recommended.* Fall Term, every year. **3 Hrs.**

PSYC 406 Advanced Research Participation
Participation in research programs in conjunction with faculty. At the end of the term, students will present the results of their work. *Prerequisites: PSYC 306, 306L and permission of the instructor. Course may not be repeated for credit in the psychology major, but may be repeated one time for general college elective course.* Spring Term, every year. **1-3 Hrs.**

PSYC 412 Physiological Psychology
Introduction to the nervous system and internal environment and their effect upon behavior. Normal and abnormal conditions discussed with respect to sensation, learning, emotion and motivation. Spring Term, every year. **3 Hrs.**

PSYC 421 Organizational Behavior
An examination of the behavioral aspects of organizations within society. Specific topics include the interrelationships between the individual and informal and formal groups; group formation, cohesiveness, conformity, norms, interpersonal communications; conflict; authority, power and influence; leadership, motivation and performance. As needed. **3 Hrs.**

PSYC 449 Independent Research
Opportunity for independent investigation of topics by means of reading and/or experimentation. First term is devoted to formulating the problem, etermining its method of investigation and compiling a bibliography; second term, to collecting the data and writing a report. *Prerequisite: Permission of the department; also, Psychology 449 is prerequisite to Psychology 450.* Fall Term, Spring Terms, every year. **1 Hr.**

PSYC 450 Independent Research
Opportunity for independent investigation of topics by means of reading and/or experimentation. First term is devoted to formulating the problem, determining its method of investigation and compiling a bibliography; second term, to collecting the data and writing a report. *Prerequisite: Permission of the department; also, Psychology 449 is prerequisite to Psychology 450.* Fall Term, Spring Terms, every year. **3 Hrs.**

PSYC 452 Directed Reading
Independent investigation of a topic through a program of directed readings; oral examination conducted by department members. Admission by permission of instructor. Fall Term, Spring Terms, every year. Repeatable for a total of 6 Hrs. **1-3 Hrs.**

PSYC 455 Psychology Lab Assistant
Practical experience as a laboratory assistant in the department. May be repeated once for credit. *Prerequisite: permission of the department.* Fall Term, Spring Terms, every year. Repeatable for a total of 6 Hrs. **1-3 Hrs.**

PSYC 460 Practicum in Group Dynamics
An introduction to group theory, research, and process. Students will examine the dynamics of human interaction in a group setting. Different aspects affecting behavior within groups will be studied including group norms, cohesion, competition and co-operation. *Prerequisite: junior or Senior standing and permission of Instructor.* Fall Term, every year. Repeatable for a total of 12 Hrs. **1-3 Hrs.**

RELIGION

RELG 105 Inrtoduction to Religion
An introduction to religious thought and experience including sociology of Religion, history of the Christian Church, Theology, ethics and comparative religions. **3 Hrs.**

RELG 205 The Old Testament: Hebrew Scriptures
Introduction to the nature of the biblical writings and to methods of Bible study. The history, Literature and faith of the people of Israel as seen in the Old Testament. Fall Term, Every Year. **3 Hrs.**

RELG 206 The New Testament
The history, literature and faith of the early Christian community as seen in the New Testament. Students intending to take six hours in the Bible should enroll in Religion 205 prior to Religion 206. Spring Term, every odd year. **3 Hrs.**

RELG 210 Introduction to World Religions
A study of the religions of the world, including prehistoric beginnings. Study will include religions indigenous to North America, Africa, India, China, Japan and the Middle East. Major emphasis will be on Judaism, Christianity and Islam as religions of the West; and Buddhism, Hinduism and Taoism as religions of the East. For Hayworth students, this course satisfies the International Issues Requirement. **3 Hrs.**

RELG 220 Introduction to the Philosophy of Religion
An introduction to some central problems in the philosophy of religion such as the nature of religious experience, God, reason and faith. The aim of the course is to understand these important issues through both a sympathetic awareness of the spirit of religion and its traditions and at the same time a close critical evaluation of religious claims. Fall Term, even years. **3 Hrs.**

RELG 306 Prophetic Religion
The prophetic movement in Israel; context and message of major Hebrew prophets and selected minor figures; significance of the prophetic style within present-day society. *Prerequisite: RELG 205 or permission of the instructor.* As needed. **3 Hrs.**

RELG 312 The First Christians
This class examines the experience of the first generations of Christians, from the age of Jesus and the apostles to the end of the Roman Empire. Some of the topics considered in this class include: the search for the "historical Jesus;" the relationships among the Christian movement, Judaism, and Greco-Roman culture; the development of Christian beliefs; the relationship between Judaism and Christianity; the experience of persecution and martyrdom; and the benefits – and costs – of the expansion of Christianity. *No prerequisites.* **3 Hrs.**

RELG 323 Renaissance and Reformation
A study of the European World during the revolution of the Renaissance and Reformation. While the course focuses on the great cultural and religious issues of the time, it also examines the social, political and economic dimensions of these two revolutionary movements. *Prerequisite: one Philosophy or Religion course, or HIST 201. Students may elect this course as HIST 306.* As needed. **3 Hrs.**

RELG 344 Christian Ethics
Historical and systemic examination of the issues in Christian ethical thought and of the problems of Christian norms for action, with special attention to major contemporary Christian theorists. *Recommended: a course in New Testament.* Fall Term, odd years. **3 Hrs.**

RELG 345 Religion in America
Historical analysis of American leaders and movements in Religion, with special attention to continuing social and theological problems. Students may elect this course as HIST 345. Fall Term, odd years. **3 Hrs.**

RELG 348 The Problem of Evil
This course explores the various response by major religions to the problem of evil. How do theologians make sense of a world where thousands may die from natural disasters in Africa or elsewhere, where a Holocaust, genocide, and ethnic cleansing seem more and more common, and where innocent children suffer and die from diseases like cancer. Specifically, the course looks at Buddhist and Jewish (among others) and especially Christian responses to natural and moral evil, and examines classic and contemporary answers to the theodicy question: if God is good, and God created the world, where did evil come from? Readings are from the Bible, novels, autobiographies, movies and theological texts. *Prerequisite: One philosophy or religion class, or consent of the instructor.* Spring Term, even years. **3 Hrs.**

RELG 349 Topics in Religion
Concentrated study of a particular person or issue in the field of religion. Course may be repeated for credit with different subtitles. *Prerequisite: RELG 205, 206, or 210 or permission of the instructor.* As needed. *Repeatable for a total of 12 Hrs.* **1-3 Hrs.**

RELG 350 Directed Readings
Faculty-supervised study of an approved topic in religion through selected readings. To be evaluated through a weekly meeting with the instructor and a comprehensive paper. Open to majors in the junior or senior year, with permission of the department. As needed. **1-3 Hrs.**

RELG 351 Studies in World Religion
The specific topic of this course will change, but it will usually focus on one of the world's major religions, like Islam, Hinduism, or a comparison of several world religions in courses like "Jesus and Buddha." *Prerequisite: RELG 210.* Repeatable for a total of 12 Hrs. **3 Hrs.**

RELG 352 Studies in Sacred Scripture
The specific topic of this course will change, but it will focus on an in-depth study of a sacred scripture. An example might be a course in "Pauline Letters" or a study of the Qu'ran or the Bagavagit. *Prerequisite: RELG 205, or RELG 206, or RELG 210.* Repeatable for a total of 12 Hrs. **3 Hrs.**

RELG 353 Studies in Religion Culture and Ethics
The specific topic of this course will change, but it will focus on an in depth study of a sacred scripture. Repeatable for a total of 12 Hrs. **3 Hrs.**

RELG 400 Major Thinkers and Issues
An examination of major figures in the field, and their views and impacts on current issues in the field. Topics will vary. May be repeated four times with different topics. Open to junior and senior majors, and others by permission of the instructor and chair. For Hayworth students, this course fulfills the writing-intensive course requirement. Spring Term, every year. Repeatable for a total of 12 Hrs. **3 Hrs.**

SOCIOLOGY

SOCI 203 Principles of Sociology
Basic concepts and principles of Sociology; relationships and meaning of culture, society, personality and interaction; analysis of group structure and social organization. Fall Term, every year. **3 Hrs.**

SOCI 250 Social Issues and Problems
A sociological consideration of critical issues in contemporary society relating to individual deviation, social disorganization and social change; emphasis on causal factors, societal response and proposed solutions. Spring Term, even years. **3 Hrs.**

SOCI 303 Social Psychology
Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perceptions and behavior of the individual in groups. *Prerequisite: PSYC 201. Students may elect this course as PSYC 303.* Spring Term, every year. **3 Hrs.**

SOCI 304 Marriage and The Family
A study of the family as a social institution; types of family life; changing familial roles in contemporary society. *Prerequisite: upperclass standing or permission of the instructor.* Fall Term, even years. **3 Hrs.**

SOCI 316 Women in Society
An analysis of the female in regard to sex-role stereotyping through an examination of the status of women, cross-cultural role differences and the dynamics of socialization. Spring Term, every year. **3 Hrs.**

SOCI 330 Directed Individual Study
Independent reading and investigation of the literature relevant to a specific topic in Sociology. *Prerequisites: junior or senior standing, permission of the instructor, minimum GPA of 3.000.* As needed. **1-3 Hrs.**

SOCI 340 Social Inequality
An examination of systems of social stratification; theoretical perspectives on stratification and differentiation; the interaction of class and status; consequences of class differences in modern America. Spring Term, even years. **3 Hrs.**

SOCI 345 Racial and Ethnic Minorities
Analysis of majority-minority group relations and social processes. Study of origins and consequences of prejudice. Focuses on experience of ethnic and racial minority groups in American culture. Spring Term, odd years. **3 Hrs.**

SOCI 350 Topics in Sociology
Investigation of a single topic or area in sociology. The topic may vary from term to term. May be taken more than once with different subtitles. **3 Hrs.**

SOCI 360 Great Writings in Sociology
This course allows students an opportunity to explore writings by prominent sociologists from the past and present, representing the three major theoretical paradigms: structural functionalism, social-conflict, and symbolic interactionism, as well as topics of interest in the discipline. *No prerequisite.* Spring every year. **3 Hrs.**

SOCI 425 Urban Sociology
A study of the genesis, growth and spatial patterns of cities, including an analysis of the distribution and function of metropolises from an ecological perspective. Attention is also given to contemporary urban problems. **3 Hrs.**

SPANISH

SPAN 101 Elementary Spanish I
Presentation of basic grammatical structure with emphasis on correct oral and written use of the language; introduction to the Hispanic civilization. Fall Term, Spring Term, every year. **3 Hrs.**

SPAN 102 Elementary Spanish II
Presentation of basic grammatical structure with emphasis on correct oral and written use of the language; introduction to the Hispanic civilization. Fall Term, Spring Term, every year. **3 Hrs.**

SPAN 103 Introduction to Spanish for Health
Professionals Introduction to vocabulary needed in situations often encountered in the medical field. Students will increase their command of Spanish oral and written communication while using vocabulary pertinent to their expertise. *Prerequisite: SPAN 101 or permission of the department.* Successful completion of this course would fulfill the general education requirement in foreign language for graduation. Fall Term, Spring Terms. **3 Hrs.**

SPAN 220 Intermediate Grammar and Composition
Review and more advanced study of the language with the goal of preparing students for the demanding setting of upper level classes. Through the use of literature, history and culture of the 21 countries where Spanish is spoken, students increase reading comprehension, expand vocabulary, improve both oral and written linguistic expression, increase aural comprehension and review grammatical structures. Fall Term, every year. **3 Hrs.**

SPAN 230 Intermediate Spanish Reading/Conversation
Review and more advanced study of the language with the goal of preparing students for the demanding setting of upper level classes. Through the use of literature, history and culture of the 21 countries where Spanish is spoken, students increase reading comprehension, expand vocabulary, improve both oral and written linguistic expression, increase aural comprehension and review grammatical structures. SPAN 220 offered each Fall term; SPAN 230 offered each Spring term, Every year. **3 Hrs.**

SPAN 310 Advanced Grammar/Translation
A thorough review and expansion of Spanish grammar with emphasis on translation. Prerequisite: SPAN 220 or 230 or permission of the department. Spring Term, odd years. 3 Hrs.

SPAN 320 Advanced Composition
Application of the principles of Spanish grammar through writing to increase fluency. *This course fulfills the writing intensive course requirement.* Fall Term, odd years. **3 Hrs.**

SPAN 330 Reading for Comprehension and Vocabulary
Development of reading skills through the study of various journalistic, historical and literary texts in order to increase vocabulary and enhance comprehension. Fall Term, even years. **3 Hrs.**

SPAN 340 Advanced Conversation
Advanced oral training, through discussions, debates and presentations with stress on pronunciation, intonation and correct modes of expression. Spring Term, even years. **3 Hrs.**

SPAN 349 Commercial Spanish
A study of the structure and style of Spanish business letters, routine messages and communication. Emphasis on commercial, banking and telecommunication terminology. Fall Term, even years. **3 Hrs.**

SPAN 350 Hispanic Literature
The study of major literary works with the goal of understanding some of the important cultural, socioeconomic and political ideas that have shaped the societies of Spanish countries. Fall Term, odd years. **3 Hrs.**

SPAN 360 Issues of Hispanic Life
The study of cultural, socioeconomic and political issues facing Hispanic cultures as well as the historical trends which have shaped present-day society. Spring Term, odd years. **3 Hrs.**

SPAN 370 Topics in Spanish Studies
Course designed to address a specific topic or area of Spanish/Latin American Studies. Topic will be announced the semester preceding the offering. As needed. May be repeated with different topics. Repeatable for a total of 6 Hrs. **3 Hrs.**

SPAN 372 Elementary Translating
Comparative analysis of translated texts; questions of restructuring texts and adding or subtracting material; style/audience relationship; simple translations from source language to English; sight translation. As needed. **3 Hrs.**

SPAN 374 Advanced Translating
Study of professional journals in the field of translation; specific problems of source/target language equivalents; expansion of working dictionaries; oral reports on work in progress; translating of substantial text(s) in field of specialization. Texts may be scientific, technical, commercial, scholarly or literary, depending on field of specialization. As needed. **3 Hrs.**

SPAN 400 Directed Readings
In Spanish Directed study of a topic requiring the use of Spanish-language sources. As needed. May be repeated with different topics. Permission of instructor. **1-3 Hrs.**

SPAN 401 Independent Practicum
An independent study of a topic of interest to a student. Projects must require the use of the target language (Spanish). As needed. May be repeated with different topics. Permission of instructor. **1-3 Hrs.**

SPAN 410 Intensive Grammar Structure I
Intensive grammatical review with emphasis on the more difficult concepts of the Spanish grammar such as the subjunctive mood, relative pronouns and tense sequencing. Emphasis will be on the development of listening, reading and writing of these critical issues. Students will participate in various forms of presentations that target these complex grammatical concepts. **3 Hrs.**

SPAN 420 Intensive Grammar Structure II
Intensive grammatical review with emphasis on the more difficult concepts of the Spanish grammar such as the subjunctive mood, relative pronouns and tense sequencing. Emphasis will be on the development of listening, reading and writing of these critical issues. Students will participate in various forms of presentations that target these complex grammatical concepts. **3 Hrs.**

SPAN 440 Latin American Short Story
An overview of the Latin American short story to provide students with an appreciation for the development of the genre and its presentation of the social and political realities of the region. **3 Hrs.**

SPAN 450 Latin American Drama
This course will examine selected plays written by Latin American writers principally outside the United States but it will also treat some U.S. Hispanic playwrights. The following writers, among others, will be included: Rene' Marquez, Egon Wolff, Carballido and Luis Valdes. **3 Hrs.**

SPAN 461 Latino Literature
This course will examine selected poetry, drama and prose works writtien by Hispanic/Latino writers in the United States. **3 Hrs.**

WOMEN'S STUDIES

WMST 300 Topics in Women's Studies
Investigation of a single topic or area in Women's Studies. The topic may vary from term to term. May be taken more than once with different subtitles. Repeatable for a total of 6 Hrs. **3 Hrs.**

Graduate Courses

BIOLOGY

BIOL 510 Pathophysiology
This course covers the etiology and development of pathophysiological processes at the cellular, tissue and systems levels. Knowledge of altered physiological mechanisms will be connected to analysis of the manifestations and treatment of disease processes. *Prerequisites: BIOL 211/211L, BIOL 212/212L.* **3 Hrs.**

BUSINESS ADMINISTRATION

BUSN 502 Financial Accounting
This course introduces accounting principles, including income-statement analysis, balance-sheet analysis, cash flow and financial statement analysis and the use of accounting information in a case based format. A grade of Pass = B or better. Pass/No Record **3 Hrs.**

BUSN 506 Foundations of Marketing
This course provides the student with the fundamental concepts of the marketing discipline. Since this discipline encompasses different but interrelated functions, this course is designed to provide a foundational understanding of each of these functions and how they are related within successful marketing. Such marketing functions include planning, coordinating, and evaluating product design, pricing, distribution and promotional activities. The case approach is used to illustrate these concepts and how they are successfully integrated. A grade of Pass = B or better. Pass/No Record **2 Hrs.**

BUSN 507 Foundations of Management
This course provides the student with the fundamental concepts of the management discipline. It is designed to provide an understanding of the areas of management and how they are interrelated. Topics include strategic planning, coordination of human resources, control, communication, change and leadership. In addition, trends in technology and their affect on management practices will be discussed. A grade of Pass = B or better. Pass/No Record **2 Hrs.**

BUSN 508 Foundations of Decision Making
The course is an introduction to the collection and analysis of data for business decision making. It focuses on ways that basic mathematical concepts can assist managers in exploring and understanding complex relationships and in choosing between competing alternative courses of action. The topics covered will include: data collection methods, data presentation in tables, graphs and charts, probability concepts and distributions, introduction to linear regression and introductory statistical concepts -- basics of sampling methods, and a critical view of polls, surveys and statistical studies. A basic knowledge of spreadsheet software is required.
A grade of Pass = B or better. Pass/No Record **2 Hrs.**

BUSN 516 Foundations of Economics
This course is an introduction to economic theory, spending equal time with decisions of consumers and firms (microeconomics), and the decisions of policymakers in the economy (macroeconomics). Current economic events will be stressed, to allow the students to understand the importance of economics, and how economics relates with other business disciplines. Topics covered will include price and output decisions under various market conditions, labor markets, unemployment, inflation, and the role of fiscal and monetary policymakers. A grade of Pass = B or better. Pass/No Record **3 Hrs.**

BUSN 522 Foundations of Finance
This course introduces the basic concepts, principles and analytical techniques in financial management. Topics include formulating financial objectives, short-term financial analysis, financial forecasting and planning, elementary capital budgeting and cost of capital and the nature of long term sources of funds. Analysis of risk in financial decisions includes probability distributions, statistical inference and introduction to regression and correlation. *Prerequisite: BUSN 502, 508 and BUSN 516.* A grade of Pass = B or better. Pass/No Record **3 Hrs.**

BUSN 600 Leadership Development
The primary objective of the course is to provide a developmental opportunity for students to be more effective and intentional as leaders. Based on the finding that increased self-awareness is key to leadership effectiveness, students will be exposed to a variety of assessments and experiences including personality assessment, 360-degree feedback, and coaching in order to increase their capacity to lead effectively. The course includes online components and four day-long Saturday class meetings spread over two terms. *Prerequisite: All Foundation Courses.* Pass/Fail **3 Hrs.**

BUSN 605 Law and Ethics
This course examines the relationship between business and the complex network of state and federal laws and regulatory agencies. It is designed as a study of the legal and ethical environment of business. Topics will include the development of the law and the legal system, regulatory law and regulatory agencies, commercial law basics and the fundamentals of applied business ethics. Specialty topics will include employment and labor law, environmental law, litigation/risk management, insurance and others. **3 Hrs.**

BUSN 608 International Business
This course focuses on the principal aspects of conducting business in the international context, the politico-legal context, marketing and management implications, and international economic and financial issues. The objective is to show similarities as well as differences between domestic and international business practices, and to provide a perspective from which to analyze business problems in the international context. *Prerequisite: BUSN 516* **3 Hrs.**

BUSN 610 Management of Organizations
This is an advanced seminar in management, which explores the emerging management paradigm and contrasts it with traditional approaches. The course addresses the development, design, operation and control of activities necessary to generate goods and services in profit and non-profit organizations. Topics include motivation, team development, leadership and ethics, operational excellence, organizational design and structure, change and strategy. *Prerequisites: BUSN 507.* **3 Hrs.**

BUSN 615 Economic Policy
This macroeconomics course studies the problems of inflation, unemployment and economic growth and the policies for dealing with these problems. *Prerequisite: BUSN 516.* **3 Hrs.**

BUSN 620 Managerial Accounting
This course examines the ways in which accounting enables managers to operate effectively through the use of analysis and information as the foundation for managerial decision-making. Topics include cost-volume-profit relationships, cost behavior patterns, flexible budgets and standards for control, relevant costs, capital budgeting and the impact of taxes on management planning. *Prerequisites: BUSN 502.* **3 Hrs.**

BUSN 622 Financial Management
This course examines the financial function and how it relates to other functions of the business firm including how financial decisions can further the basic enterprise's goal of wealth maximization. The student will explore in-depth controversial conceptual problems. This course focuses on the various concepts for manager decision-making under uncertainty, optimum financial structure, cost of capital and asset management. *Prerequisite: BUSN 522.* **3 Hrs.**

BUSN 630 Marketing Management
This course is designed to acquaint the student with techniques in defining a target market and specifying a marketing mix to satisfy that target. The main point of emphasis is that marketing is a total system of business action rather than a fragmented assortment of functions and institutions. The structure of the course is the case approach, which requires the student to use principles of marketing in the analysis of business problems. *Prerequisite: BUSN 506 and 620.* **3 Hrs.**

BUSN 635 Decision Science
This course develops a generalized framework for examining the executive decision making process. Topics included are: decision structures, decision diagramming and expected value; subjective probability assessment; payoff tables and decision analysis in normal form; Monte Carlo simulation; and the assessment of personal attitude toward risk. *Prerequisite: BUSN 508.* **3 Hrs.**

BUSN 650 Strategic Management
This is the capstone course of the PMBA program in which the emphasis is on the strategic planning necessary for an organization to define and achieve its overall objectives. Cases include problems in which economic, moral, personal, social and political factors are involved. A major theoretical or practical project is required. The final exam of the course is comprehensive and is designed to evaluate overall synthesis of content of the foundation and core courses. *Prerequisites: BUSN 600,605, 608, 610, 615, 620, 622, 630, 635. May be taken with the second term of BUSN 600.* **3 Hrs.**

BUSN 652 Technology Management
The objective of this course is to develop a management strategy appropriate for dealing with an accelerating stream of technological innovation. Major tips include information systems, EDI, networks and telecommunications, expert systems and artificial intelligence, as well as the impact of technology on issues of ethics and privacy. **3 Hrs.**

BUSN 653 Entrepreneurship
This course examines the skills, concepts, and knowledge relevant to creating and funding a new venture. Considerable attention is given to the screening and evaluation of ideas and new business opportunities. The capabilities gained in this course apply to potential entrepreneurs interested in starting a new business, those interested in taking over an existing business, and those interested in incorporating an entrepreneurial approach in established businesses. The course examines the nature of the entrepreneur and the entrepreneurial process, as well as the critical ingredients in success and failure. *Prerequisites: BUSN 620 and 630.* **3 Hrs.**

BUSN 655 Consumer Behavior
This course provides the student with an overview of the consumer decision-making process and factors that influence this process. The course will examine the psychological and sociological aspects of how consumers evaluate their ever-increasing purchasing options. Understanding such a process is a critical factor in strategic planning. The manner in which marketers utilize such information will be emphasized through class analyses. *Prerequisite: BUSN 506.* **3 Hrs.**

BUSN 656 Operations Management
Managing operations, means dealing with the ways these human and capital resources interact to create products and services. This course will sharpen participants' insights to the impact of corporate decisions on operations through discussion of selected case studies, many of which will deal with firms having a global operating reach. *Prerequisite: BUSN 610.* **3 Hrs.**

BUSN 657 Marketing Research
This course provides an introduction into marketing research processes and results. Upon completing this course, the student should be able to interpret research findings and to reach meaningful conclusions based upon those findings. To meet these objectives, this course requires actual fieldwork supplemented by case studies. *Prerequisite: BUSN 506.* **3 Hrs.**

BUSN 658 Investment Analysis
his course includes the study of capital market theory, the balance between risk and return, rates of return required by investors and the study of betas in the capital asset pricing model, all examined from the viewpoint of the private investor. *Prerequisite: BUSN 622.* **3 Hrs.**

BUSN 659 International Marketing
This course focuses on the economic, social and political influences on marketing management in the international context. Basic marketing principles and processes form the conceptual framework for understanding global integration, decision-making and strategic planning. *Prerequisite: BUSN 506.* **3 Hrs.**

BUSN 662 Capitalism and Its Origins
What is capitalism? When, where, why and how did it arise? What are its costs and benefits? What are the alternatives to capitalism? This is a course in political economy. It aims to foster clear and dispassionate analysis of volatile issues arising from the impact of a market economy on aspects of contemporary life. **3 Hrs.**

BUSN 664 Legal Environment of Business
Focusing on strategy implications, this course will examine the legal, regulatory, political, ethical and social environment of business. Using a case approach, the course builds on a foundation of legal basics, helping practical managers analyze issues and operate within the external framework of their business. *Prerequisite: BUSN 605.* **3 Hrs.**

BUSN 665 International Experience
During this course students participate in a "hands-on" exploration of the business environment of a country or countries in Europe, Asia, Latin America or North America. Course requirements include attendance at pretrip seminars and completion of all course assignments after the conclusion of the travel experience. **3 Hrs.**

BUSN 668 International Financial Management
This course is an in-depth look at the role of money in the modern economy, the international market for currencies, hedging and speculation in international finance, exchange rates and the effect of international money movements on domestic economic activity. *Prerequisites: BUSN 608 and 622.* **3 Hrs.**

BUSN 670 Topics in Business
Topics vary each term, check the term schedule for specific Topic descriptions. May be repeated with different topics for a total of nine credit hours toward the MBA degree. Repeatable for a total of 9 Hrs. **3 Hrs.**

BUSN 671 Seminar in Financial Management
The seminar will focus on various areas within the discipline using case analysis. Topics may include, but are not limited to,Working Capital, Capital Budgeting, Capital Structure and Mergers and Acquisitions. *Prerequisite: BUSN 622.* **3 Hrs.**

CREATIVE WRITING

CRWR 501 Fiction Workshop I
An intensive study of the writing of fiction, focusing on advanced techniques of prosody, narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is revision-based. Students must make two submissions of at least 8 to 25 pages during the residency and four submissions of equal length in the Distance Learning Workshop component of the semester. Pass/Fail **3 Hrs.**

CRWR 502 Fiction Workshop II
A continuation of the intensive study of the writing of fiction. Pass/Fail **3 Hrs.**

CRWR 511 Poetry Workshop I
An intensive study of the writing of poetry, focusing on advanced techniques of imagery, rhythm and poetic structure. All instruction and discussion is revision-based. Students must submit at least 5 to 10 pages of work during the residency and four submissions of equal length in the Distance Learning Workshop component of the semester. Pass/Fail **3 Hrs.**

CRWR 512 Poetry Workshop II
A continuation of the intensive study of the writing of poetry. Pass/Fail **3 Hrs.**

CRWR 521 Creative Nonfiction Workshop I
An intensive study of the writing of creative nonfiction, focusing on advanced techniques of prosody, exposition, descriptive detail and narrative voice. All instruction and discussion is revision-based. Students must make two submissions of at least 8 to 25 pages during the residency and four submissions of equal length in the Distance Learning Workshop component of the semester. *Pass/Fail* **3 Hrs.**

CRWR 522 Creative Nonfiction Workshop II
A continuation of the intensive study of the writing of creative nonfiction. Pass/Fail **3 Hrs.**

CRWR 531 Dramatic Writing Workshop I
An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization and other elements of dramatic writing. All instruction and discussion is revision-based. Students must make two submissions of 8 to 25 pages during the residency and four submissions of equal length in the Distance Learning Workshop component of the semester. *Pass/Fail* **3 Hrs.**

CRWR 532 Dramatic Writing Workshop II
A continuation of the intensive study of the writing of stage plays and screenplays. Pass/Fail **3 Hrs.**

CRWR 601 Fiction Workshop III
A continuation of the intensive study of the writing of fiction. Pass/Fail **3 Hrs.**

CRWR 602 Fiction Workshop IV
A continuation of the intensive study of the writing of fiction. Pass/Fail **3 Hrs.**

CRWR 611 Poetry Workshop III
A continuation of the intensive study of the writing of poetry. Pass/Fail **3 Hrs.**

CRWR 612 Poetry Workshop IV
A continuation of the intensive study of the writing of poetry. Pass/Fail **3 Hrs.**

CRWR 621 Creative Nonfiction Workshop III
A continuation of the intensive study of the writing of creative nonfiction. Pass/Fail **3 Hrs.**

CRWR 622 Creative Nonfiction Workshop IV
A continuation of the intensive study of the writing of creative nonfiction. Pass/Fail **3 Hrs.**

CRWR 631 Dramatic Writing Workshop III
A continuation of the intensive study of the writing of stage plays and screenplays. Pass/Fail **3 Hrs.**

CRWR 632 Dramatic Writing Workshop IV
A continuation of the intensive study of the writing of stage plays and screenplays. Pass/Fail **3 Hrs.**

CRWR 650 Gateway Seminar: Creative Writing
A series of three-day seminars uniquely focused on the professional development of creative writers, focusing on different topics during each of the four required residencies. Students are required to take four Gateway Seminars for completion of the degree. All students must read required texts in advance of the seminars. Pass/Fail Repeatable for a total of 12 Hrs. **3 Hrs.**

CRWR 651 Craft Seminar
A series of individual seminars focused on issues of theory and practice in creative writing. Students must take three Craft Seminars during each of the four required residencies, with a total of 12 Craft Seminars required for completion of the degree. All students must read required texts in advance of the seminars. Pass/Fail Repeatable for a total of 12 Hrs.**1 Hr.**

CRWR 671 Thesis Hours
Independent study with a faculty member chosen as the thesis advisor, working toward completion of the required Master's thesis. Students will register for thesis hours twice, during the third and fourth semesters. Pass/Fail Repeatable for a total of 6 Hrs. **3 Hrs.**

CRWR 672 Craft Seminar Preparation
Independent study with a faculty member chosen as an advisor to help the student formulate his or her presentation of a Craft Seminar in the graduating residency, as required for the completion of the degree. Students will register for craft seminar preparation twice, during the third and fourth semesters. Pass/Fail Repeatable for a total of 6 Hrs. **3 Hrs.**

EDUCATION

EDUC 501 Human Learning and Cognition

The purpose of this course is to critically investigate learning principles and theories and apply them to contemporary educational situations. Students will actively engage in contemporary research on topics pertaining to the learning process, motivation, individual and group differences, memory and higher-cognitive functioning. Students will learn the use of multicultural explorations in subject matter, individual differences in teaching styles, assessment practices and study and learning strategies for EOG testing and reflection on teaching strategies. Research, Reflective Writing, Case Studies. **3 Hrs.**

EDUC 502 Child Development

This course is a study of contemporary human growth and development from conception through adolescence, with a focus on the elementary-aged child. Students will participate in class discussion, evaluate and assess developmental research methodology and apply various teaching strategies to promote child development in the following domains: cognitive, affective, social, physical, linguistic, personal and moral development. Students will demonstrate their abilities to foster student development through a final research project that will incorporate all of the topics listed above. Students will explore current trends and issues in diversity, group and individual differences, and use technology to enhance and support children's development. Research, Reflective Writing, Case Studies. Phase I course. **3 Hrs.**

EDUC 503 Educational Research and Evaluation

The purpose of this course is to teach students how to investigate and analyze various educational research findings. Students will then apply this new knowledge by synthesizing their findings and creating a research proposal within a real world setting. Students will be required to critically analyze research designs, explore and assess various research methods, comprehend basic statistical procedures, and interpret the data of current educational research findings. Additional topics include reflective examination of current school learning and teaching practices; assessment strategies in contemporary classrooms; identifying support for research in elementary school settings; and examining content pedagogy. Research, Reflective Writing, Case Studies. Phase II Course. **3 Hrs.**

EDUC 510 Educational Psychology

Study of those principles and theories of Psychology that have direct application to the classroom. Emphasis will be on development, learning, motivation, classroom management, and assessment. Students will participate in six field placements in which they will observe contemporary research in authentic classroom situations. **3 Hrs.**

EDUC 513 Methods and Materials in Elem Educ

This course emphasizes conceptual understanding of mathematical concepts in the child-centered classroom. Students learn developmentally appropriate strategies for diverse populations. Topics include National Council Standards and NC Standard Course of Study, lesson plans, reasoning skills, cooperative learning, problem solving, multiple assessment techniques, error pattern analysis, the use of technology and curriculum integration. Strategies of NC End of Grade Tests. Field experience and reflective journal required. Phase I Course. **3 Hrs.**

EDUC 514 Educational Technology

This course provides instruction in advanced competency skills and the infusion of technology in the curriculum. The focus of the course is on the use of technology to support learning and assessment strategies for diverse populations, ethical and legal issues, electronic communication, the Internet as a research tool, evaluation of software and Web sites and the use of technology to increase teacher's productivity. Strategies of NC End of Grade Tests. Field experience, reflective journal technology journal required. Phase I Course. **3 Hrs.**

EDUC 515 Foundations of Amer Education
Educational theory and practice in the United States will be studied in the context of historical, philosophical and sociological foundations. Topics addressed in this context will include historical influence in contemporary education; major philosophical theories and their influence in school practice; the relationship between school and society, including current sociological issues; and the governance, financing and legal aspects of teaching and learning. Research. Phase I Course. **3 Hrs.**

EDUC 520 Curric/Instruct in Elementary Education
In this course students explore the K-6 curriculum with emphasis on the NC Course of Study, planning lessons, curriculum integration, instructional practice, differentiation of instruction for unique learner needs, classroom climate and the use of internet for resources. Students practice reflective writing, are video-taped and learn how to self-assess their teaching behaviors. Strategies of NC End of Grade Tests. Field experience and reflective Journal required. Phase I Course. **3 Hrs.**

EDUC 524 Diagnostic and Correct Techniques/Rd
Interests, use of cueing systems, reading strategies and comprehension of text. Use of ongoing and systematic evaluation. Define, develop and apply corrective instruction. Monitor and document student's progress, strengths and needs. Record summaries reports to share with parents of Grade Tests. Field experience, required. Phase I Course. **3 Hrs.**

EDUC 525 Diversity in Education
Investigates similarities and differences within cultures, race, gender, ethnicity, socioeconomic status, religion and exceptionality in the United States School system. Examines various ways to meet (K-6) students' needs in diverse classrooms. Phase II Course. **3 Hrs.**

EDUC 527 Tchg Read/Lang Arts
An in-depth study of literacy development focusing on social, cognitive, and linguistic foundations. Critical reading of professional literature to extend knowledge base and assist student in developing a philosophy of reading instruction emphasizing the reading process, the challenges of the diverse classroom and the integration and interrelationship of all the language arts. Demonstration of various instructional approaches and strategies to promote a print-rich environment and to teach children to effectively use syntactic, semantic, grapho-phonic and pragmatic cueing systems and comprehension of story. Competency in planning learning experiences that incorporate the communication processes in all curricular areas. NC Standard Course of Study and National Standards for Reading Instruction will be used as basis for K-6 lesson development. Strategies of NC End of Grade Tests. Field experience, student analysis and reflective journal required. Phase I Course. **3 Hrs.**

EDUC 530 Supervision of Instruction
This course examines instructional techniques in the dynamic environment of today's schools. An emphasis is placed on school culture, teachers as adult learners, developmental leadership, democratic education and collegial supervision. The areas of instructional leadership and school improvement within a community and societal context are explored. Current issues, such as school improvements, constructivist teaching, professional development and state-mandated standards are analyzed. **3 Hrs.**

EDUC 533 Science Methods/Materials/Elem/Ed
This course emphasizes science attitudes and process skills, science concepts, and the integration of science across the curriculum. Students learn developmentally appropriate hands-on strategies for diverse populations. Topics include organizing for effective science teaching, safety, methods of inquiry, questioning techniques, using technology, diagnosing and correcting misconceptions and the role of science in every-day life. National Standards and NC Standard Course of Study are addressed. Field experience and reflective journal required. Phase I Course. **3 Hrs.**

EDUC 534 Educational Leadership
This course examines trends in educational leadership in the United States. Leadership styles, including small learning communities and school recovery models will be analyzed. Students will work examine the issues associated with leading professional educators in various levels of school performance. An emphasis will be placed on schools viewed as low-performing and high-performing. Other ancillary areas including, tesing and assessment, data collection, human resources, curriculum and instruciton management, working with parents and team building will be integrated throughout the course. **3 Hrs.**

EDUC 535 Topics in School Administration
This course examines current issues related to site-based school administration. Areas of focus may include exceptional children, discipline, staff development, human resources and communication skills. An emphasis will be placed on developing structures to support professional learning communities. Additionally, appropriate articulation and dissemination of accurate information to all constituents will be emphasized. **3 Hrs.**

EDUC 536 School Law
This course examines key legal issues as they apply to the building level administrator. Areas of focus may include: historical development of school law and its implication on school policy, managing human resources, students' rights, parental rights and legal obligations of school. Students will demonstrate the ability to make informed decisions and perform site-based management based upon legal precedence. **3 Hrs.**

EDUC 540 Social Studies Methods and Mats/El/Ed
Studies across the curriculum. Reflective writing, valuing a multicultural environment, National standards and NC Standard Course of Study will guide students learning. Cooperative learning, group process and inquiry models will be used in planning lessons. Multi-faceted assessment techniques will be practiced. Field experience and reflective journal required. Phase I Course. **3 Hrs.**

EDUC 546 Secondary Methods/Materials
Study of teaching methods, resources, materials and strategies as related to general secondary school teaching and specific content area teaching. *Prerequisite to student teaching; normally to be taken in fall term of senior year.* A field experience is required. Fall Term, every year. **3 Hrs.**

EDUC 547 Content Area Reading
The importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials, both functional and recreational; classroom strategies for facilitating reading comprehension; and vocabulary-building methodologies. Required for secondary teacher certification in all areas. Fall Term, every year. **3 Hrs.**

EDUC 551 Teacher as Researcher
This course describes the nature and purposes of collaborative action research and how the action research process is used to improve the quality of classroom instruction and school climate. Students will formulate a research question, review related literature and plan and carry out their own research in school settings. The learning product of this course will be a publishable paper to be presented at the Action Research Symposium. *Co-requisite: EDUC552.* Phase II Course. **2 Hrs.**

EDUC 552 Seminar and Reflective
Practice Students will use case studies, research and reflective writing to expand and modify the three components: instructional practice, unique learner needs and classroom climate oftheir Performance Based Licensure portfolio. Students will serve as mentors for preservice teachers and lead seminar discussions. *Co-requisite: EDUC551.* Phase II Course. **1 Hr.**

EDUC 608 Diversity in Education
Investigates similarities and differences within cultures, races, gender, ethnicity, socio economic status, religion and exceptionality in schools. Provides students with broad base knowledge and skills to increase effectiveness in meeting the needs of diverse learners. **3 Hrs.**

EDUC 615 Word Study
Examines spelling instruction that relies on an understanding of English orthography and way in which children develop as spellers. Analyzes the role of spelling in literacy development; identifies the characteristics of how children read, write and spelling in the stages of literacy development. **3 Hrs.**

EDUC 620 Young Adult Literature
Provides a study of the literature for adolescents. Consideration will be given to genres and sub-genres; background and development; appropriateness to cognitive, emotional and psychological development; selection of works and incorporation into the classroom. **3 Hrs.**

EDUC 630 Foundations of Reading
Provides an overview of the reading process, including reading readiness, comprehension, word recognition, diagnosis, methods of instruction and related language acquisition processes. **3 Hrs.**

EDUC 650 Assessing Diagnosing and Instruction
Examines causes of reading disabilities, diagnostic instruments, standards and informal assessment procedures, report writing, and materials and methods of instruction of an atypical reader. Works with individual students or small groups identifying problem readers. *Co requisite-EDUC 660 Practicum in Grading Diagnosis.* **3 Hrs.**

EDUC 660 Reading Diagnosis Practicum
A comprehensive practicum that involves the supervised assessment of the reading and language arts abilities of children and adolescents. In a supervised clinical experience, students develop, administer, interpret, and score formal and informal tests, write case reports, analyze reading and language arts problems. **6 Hrs.**

EDUC 670 Curr Issues and Practices in Literacy
Theories, research and instructional methods associated with reading and the language arts; questions of effectiveness related to instructional approaches and materials. **3 Hrs.**

EDUC 680 Action Research
Examines the nature and purpose of collaborative action research and how the action research process is used to strengthen literacy and improve school climate. Students will formulate a research question, plan and carry out their own research in school settings. The learning product of this course is a publishable paper to be presented at the Action Research Symposium. **3 Hrs.**

EDUC 690 Seminar in Coll Ldrshp and Prof Dev
Seminar focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders including: mentoring, staff-development, school-wide literacy program development and assessment, supporting the action research of teachers and developing partnerships with parents and community volunteers. **3 Hrs.**

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

EMBA 610 The Big Picture
Semester one provides a framework for understanding the discipline of management as an integrated whole. The concepts and analytical tools of management are introduced and put to use in the context of developing a "big picture" understanding of management. Participants will begin their leadership development activities including an intensive self-assessment and work with a personal management coach. By the end of the semester, each participant will have a developed a holistic appreciation of basic analytical concepts and will have begun to use some new ideas and approaches to management in their workplace. Specific topics covered in the first semester include business strategy, relevant cost, financial accounting, tradeoff analysis, marketing management, organizational behavior, history of capitalism, microeconomics, decision structures, probability assessment and business ethics. Pass/Fail **12 Hrs.**

EMBA 620 Anatomy of the Enterprise
During the second semester, participants develop a deeper understanding of the ways organizational activities are structured and the internal and external driving forces behind decisions and direction. Classroom work in this semester further develops the use of analytical concepts and highlights the integrated nature of organizations by examining the interrelated flows of resources, information, products and people. This term develops a deeper understanding of organizational structure and operation and further investigates the integrated nature of the organization by examining the interrelated flows of funds, materials and products. Coursework during the second term includes cost accounting, working capital management, forecasting models, materials management, capacity planning, market environments, technology management, human resource management, macroeconomics and managing risk. Pass/Fail. **12 Hrs.**

EMBA 630 Control and Development
The third semester continues examination of the enterprise with emphasis on the competitive and regulatory environments. Work in this term further develops the theme of interrelated business functionalities and objectives. Understanding the organization in the external environment and management's role in rationalizing, controlling and developing the processes and activities of the firm stretches the participant's ability to think and reason in strategic terms. The detailed examination of the enterprise during the third semester expands understanding of integrated business functions and begins to focus on the external environment. The concepts of rationalizing, controlling and developing the organization's activity begin to develop the strategic relationship of the enterprise to its environment. Classroom activity during the third semester will include management accounting, capital budgeting, investments, operating strategies, marketing strategy, international economics, development of competitive strategies, communication and the legal environment of business. Pass/Fail. **12 Hrs.**

EMBA 640 Managing Strategically
Semester four extends the concept of controlling and directing the enterprise. Relationships between the organization's internal environment and the highly competitive and rapidly changing external environment are emphasized. The semester's coursework includes budgeting, controlling, capital structure, financial strategy, competitive decision-making, negotiation, corporate communication and the international environment. The business leader's role as an organizational prime mover is examined and experienced through a team-based entrepreneurial project which requires presentation of a thoroughly developed business plan to a panel of successful entrepreneurs. Pass/Fail Repeatable for a total of 24 Hrs. **12 Hrs.**

EMBA 671 International Experience
This is an interactive educational experience which includes a hands-on exploration of the economic, business and cultural environment of specific areas of the world. There are required pre-trip and post-trip sessions. The focus of the trip is selected and announced several months prior to the summer term. Pass/Fail **3 Hrs.**

EMBA 672 Team Community Project
This is a team-consulting project conducted under the guidance of a faculty member on some specific strategic issues for the benefit of a nonprofit organization. Pass/Fail **3 Hrs.**

NURSING

NURS 546 Financial Mgt in Healthcare Orgs
This course examines the principles of fiscal management in terms of financial and managerial accounting to provide an understanding of generating accounting reports, as well using these reports in decision making for managers in not-for-profit settings. Financial accounting concepts include financial statements, valuing assets/equity, costs of providing services and revenue sources. Managerial accounting concepts include operating and capital budgets, behavior of costs and use of accounting data to plan/implement/control activities of not-for-profit organizations. **3 Hrs.**

NURS 612 Theoretical Foundation
This course focuses on the development and analysis of knowledge within nursing theory as a foundation for nursing practice and nursing research will be examined. **3 Hrs.**

NURS 615 Issues and Trends for Nurs Educator
This course examines components of the nurse educator role in academic and practice settings and personal qualities of effective teachers. **3 Hrs.**

NURS 616 Health Care Administration
This course examines fundamentals of healthcare administration including concepts of accounting, economics, finance, management and marketing. Emphasis centers on integration of these topics into an expansive model to provide an underlying foundation for managers in healthcare settings. *Prerequisites: BUSN502 and BUSN516.* **3 Hrs.**

NURS 620 Curriculum Bldg and Evaluation
This course examines the process of curriculum development in academic and practice settings including methods of program evaluation. **3 Hrs.**

NURS 624 Health Policy
This course will focus on developing a comprehensive knowledge of how health policy is formulated, and how it impacts clinical practice and healthcare delivery. The use of the negotiation to influence the policy process will be discussed. **3 Hrs.**

NURS 626 Topics in Health Ministry
This course will require intensive consideration of a single topic in health ministries. Topics and prerequisites will vary depending on the topic and instructor. **3 Hrs.**

NURS 628 Informatics in Health Care
This course focuses on developing an understanding of the concepts relevant to health care informatics and the use of information technology in healthcare organizations. A main focus is the use of computer applications to support clinical and administrative decision making. Access to the World Wide Web and an email account are required. **3 Hrs.**

NURS 630 Data Interpretations
This course focuses on developing an understanding of the concepts relevant to health care informatics and the use of information technology in healthcare organizations. A main focus is the use of computer applications to support clinical and administrative decision making. Access to the World Wide Web and an email account are required. **3 Hrs.**

NURS 632 Research Methods
This course focuses on critical analyses of research reports, research methods and the relationship between theory, research and evidence-based practice. **3 Hrs.**

NURS 634 Health Care Practicum
This capstone course includes a 4 credit hour precepted practicum and a 2 credit hour seminar. In the practicum, students participate in the leadership of a health care organization and conduct a scholarly project to demonstrate synthesis of theory, research methods, and innovative nursing management skills. In the seminar, students examine the ways standards of practice and professional performance for nurse administrators are implemented across a variety of health care organizations. *Prerequisite: All other MSN required courses.* **6 Hrs.**

NURS 635 Tchg Methods and Outcome Assesment
This course examines the theoretical and research underpinnings of assorted teaching strategies and methods for evaluating the effectiveness of teaching on student learning. *Prerequisite: NURS 632 Research Methods or permission of instructor.* **3 Hrs.**

NURS 644 Nurse Educator Practicum Practicum
In this capstone course, students are precepted by experienced nurse faculty members. Students demonstrate synthesis of knowledge learned throughout the program by participating in all phases of the teaching role including classroom and clinical instruction in either an academic or practice setting. *Prerequisite: All other required MSN courses or concurrently with final 6 hours of coursework.* **6 Hrs.**

NURS 680 Independent Study
Course is designed to meet individual learning needs that build on current courses in the curriculum. *May be repeated for credit.* **1-3 Hrs.**

ORGANIZATIONAL COMMUNICATION

OCOM 602 Research Proseminar
This course serves as an introduction to graduate study in Organizational Communication. A general overview of theories and concepts utilized in the field of Communication will provide students with a foundation for scholarly research. This course also provides a survey of research methods utilized in the social sciences, specifically, qualitative research methods which provide a fuller description and understanding of cultural phenomena implicit in organizational life. This is a writing and research intensive course. **3 Hrs.**

OCOM 604 Theories of Organizational Communication
This course examines various ways of conceptualizing communicative processes within complex organzations, including human relations approaches, systems approaches, cultural approaches and critical approaches. These conceptual frameworks then guide analysis and evaluation of communication issues and events within specific organizations. **3 Hrs.**

OCOM 610 Communication and Management
This is a seminar in communication and management which explores the emerging management paradigm, contrasts it with traditional approaches and explores the changing organizational communication issues. Topics will include: individual motivation, self-directed work teams, quality management, organizational structures and strategic planning. **3 Hrs.**

OCOM 612 Persuasion
A study of classical and contemporary approaches to the study of messages designed to influence others, to increase understanding of how we persuade, how we are persuaded and why so many persuasive attempts fail. Students will analyze persuasive appeals in a variety of contexts, such as interpersonal relationships, employee communications, marketing, advertising, nonprofit appeals and political campaigns. **3 Hrs.**

OCOM 614 Communication & Ethics in Organizational Contexts
This course examines and analyzes individual, organizational and societal ethics, particularly in relation to communication. A case-analysis method (including relevant ethical theories) will be used to approach ethical dilemmas on the individual and social policy levels. Students will be urged to explore and develop their views on right and wrong action, and on the good person, good life and good community. **3 Hrs.**

OCOM 615 Interpersonal Communication
This course focuses on the study and application of communication theory in the context of interpersonal interactions, from business and professional associates to families and friends. Topics to be covered include language usage, nonverbal communication, listening and conflict management. **3 Hrs.**

OCOM 616 Small Group Communication
This course is designed to increase your knowledge of the principles and practices of small group communication, with the goal that you will be able to improve the effectiveness of the teams of which you are a member. Specifically, we will consider group development, group dynamics, performance, leadership, diversity and multiculturalism, conflict management, technology and meetings. **3 Hrs.**

OCOM 617 Group Dynamics
This course focuses on the study of the form, process and function of small groups, with particular emphasis on work teams in the contemporary organization. A variety of theories and models will be explored and applied. Students are expected to explore their use of self in the context of groups as well as groups at a behavioral level. **3 Hrs.**

OCOM 618 Gender and Diversity in Organizational Settings
An examination of the role of communication in creating and maintaining stereotypical differences based on sex, sexual orientation, race and ethnicity in interpersonal relationships in organizational settings. **3 Hrs.**

OCOM 619 Public Relations
Public relations is the mutual process of representing an organization to its publics and these various publics to the organization. Whether for corporate or nonprofit organizations, whether at the international or entrepreneurial level, this complex and important liaison function provides vital communication. This course examines a range of public relations concepts, from routine internal and external connections to special events planning to crisis communication. **3 Hrs.**

OCOM 620 Advanced Communication Theory
A survey of advanced theories in the study of communication and of the leading scholars who have made important contributions to the field. Theories to be studied include: basic information theory; theories involving the creation of shared meaning; organizational communication; interpersonal and gender communication; group communication; mass communication involving mass media and media effects; and intercultural communication. Students will also explore how these theories can be applied to their everyday professional and personal interactions. **3 Hrs.**

OCOM 621 Advertising
Starting with an analysis of the growth of advertising and debates over the role of advertising in contemporary society, the course then moves to an examination of the processes involved in advertising, including selection of target audiences, the development and production of messages and the selection of media. **3 Hrs.**

OCOM 622 Intercultural Communication
The study of intercultural communication is first and foremost a study of change the change we must make to interact successfully with people who are different from us, not only in language and nonverbal codes, but also in the deep structure of perception, beliefs, values and the cultural patterns of individualism, materialism, equality and work. The purpose of this course is to assist you in acquiring the knowledge and skills necessary to be more effective in establishing rapport and achieving other responses you desire in your interactions with people from different cultures now and for the remainder of your professional and personal lives. **3 Hrs.**

OCOM 625 Organizational Development
This course provides an overview of organizational development, including its history, ethics, literature, and the principal behavioral theories on which it is based. Analysis of the consultation process includes the skills and techniques involved in entry, contracting, organizational scanning, and preliminary diagnosis, as well as such individual and intragroup interventions as coaching, process consultation, teaming, sensitivity training and behavior modeling. 3 Hrs.

OCOM 628 Topics in Organizational Communication
This course will require intensive consideration of a single topic in organizational communication. Topics and prerequisites will vary depending on the topic and instructor. Repeatable for a total of 9 Hrs. **3 Hrs.**

OCOM 630 Human Resource Development
The purpose of this graduate seminar is to examine the role of human resource development (HRD) for contemporary organizations. This course will provide an integrative approach to examining human resource issues through a combination of lectures and class discussion, group projects, and experiential learning exercises. The course will have a dual focus: discussing the specific issues related to managing human resources, such as staffing, compensation, and diversity, and examining the impact of HRD efforts, such as training, needs analysis and organization development on organizational performance. **3 Hrs.**

OCOM 632 Conflict Management
The purpose of this course is to examine the nature of conflict and to better understand the impact that it has on our lives. Starting with the premise that conflict is a natural part of everyday life, we will explore specific strategies for managing conflict that include verbal and nonverbal communication skills, negotiation, active listening and emotionally intelligent reactions to conflict. Using a mix of instructor and student-led lectures, group exercises and experiential learning activities, the goal of the course is to assist you in identifying and analyzing your conflict managment style and in developing an action plan for improving your negotiation skills and for managing conflict. **3 Hrs.**

OCOM 633 Applied Research Methodology in Organizational Settings
The course focuses on planning and executing applied research in organizational settings. Research methodologies, experimental, quasi-experimental and non-experimental designs, and data analysis techniques will be discussed. Emphasizes real-world factors associated with the research process. Special topics include statistical analysis, basic versus applied research, technical writing and the underlying assumptions that guide research efforts. **3 Hrs.**

OCOM 635 Corporate Culture
What kinds of influences give an organizational culture its unique personality? What kinds of behaviors and rituals tell you so? Students of corporate culture will employ ethnographic research and writing techniques to describe and examine corporate environments with a view toward better understanding human behavior in organizations. Students will study the qualitative research methodology of ethnography with a view to applying ethnographic research and writing techniques to the task of describing organizational cultures. **3 Hrs.**

OCOM 636 Management Consulting
The purpose of this course is to examine the theoretical models and concepts of consulting and training in organizational settings, with an emphasis on applied practice. It will provide a survey of the literature related to the models and skills necessary for developing and maintaining effective client engagements. The course will emphasize the roles of both internal trainers and external consultants. Working in teams, students will be responsible for initiating client engagements and providing various consulting and training based on the needs of the host organization. **3 Hrs.**

OCOM 640 Coaching Theories and Appl
This course examines organizational coaching and surveys the foundational disciplines on which the practice of organizational coaching is based, applicable theories and methods. Coaching will be explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. Students will develop coaching-related skills through in-class and out-of-class practice. **3 Hrs.**

OCOM 645 Advanced Coaching Theories
This course is a survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars and practitioners who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; and, advance coaching-related skill development. Students will develop coaching skills through in-class and out-of-class practice. *Prerequisite: OCOM640 or permission of instructor.* **3 Hrs.**

OCOM 650 Independent Study
A program of directed readings and a research project. Requires approval of the supervising professor and department chair. **1-3 Hrs.**

OCOM 665 International Experience
During this course, students participate in a ôhands-onö exploration of the communication environment of a country or countries in Europe, Asia, Africa, Latin America or North America, with particular attention to the effect of the communication culture on organizations. Course requirements include attendance at pre-trip seminars and completion of all course assignments after the conclusion of the travel experience. **3 Hrs.**

OCOM 675 Capstone in Organizational Communication
This is the capstone course of the program. The course requires, through intensive case study, the integration of the major theories and principles from each of the preceding courses so that the student creates a defining perspective of the entire program of study. The preparation of an integrative project is required. *Prerequisites: OCOM 602, OCOM 604, one course from each of the three clusters, and at least 9 hours of electives.* **6 Hrs.**

ORGANIZATION DEVELOPMENT

ODEV 601 Applied Research Meth and Stats
This course serves as an introduction to graduate study in OD and provides students with a foundation for scholarly research. This course introduces students to applied research methods, statistics, quantitative and qualitative analyses. Special focus is given to research methods utilized in the social sciences which provide a fuller description and understanding of human behavior and dynamics of change in organizational life. Pass/Fail **3 Hrs.**

ODEV 602 Behavorial Factors in Finance
This course introduces the "language of business" by providing the basic concepts, principles and analytical techniques in financial management. Topics include formulating financial objectives, short-term financial analysis, financial forecasting and planning. Special attention is paid to the individual, group and organizational dynamics of decision making in finance and accounting. Pass/Fail **3 Hrs.**

ODEV 625 Introduction to Organization Development
This course provides an overview of organizational development, including its history, ethics, literature, and the principal behavioral theories on which it is based. Analysis of the consultation process includes the skills and techniques involved in entry, contracting, organizational scanning, and preliminary diagnosis, as well as such individual and intra-group interventions coaching, process consultation, teaming and behavior modeling. **3 Hrs.**

ODEV 626 Adv Topics in Org Development
Building on ODEV 625, this advanced graduate seminar explores cutting practices and findings in the field of organization development. Students participate in an applied OD effort that includes data collection and analysis, and client feedback. Special attention will be paid to the impact of emerging trends such as innovation and complexity theory on best practices in change management. **3 Hrs.**

ODEV 632 Conflict Management
The purpose of this course is to examine the nature of conflict and to better understand the impact that it has on our lives. Starting with the premise that conflict is a natural part of everyday life, the goal of the course is to assist you in identifying and analyzing your conflict management style and in developing an action plan for improving your negotiation skills and for managing conflict. **3 Hrs.**

ODEV 640 Introduction Coaching Theories and Appls
This course examines organizational coaching and surveys the foundational disciplines on which the practice of organizational coaching is based, applicable theories and methods. Coaching will be explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. **3 Hrs.**

ODEV 645 Adv Coaching Theories and Practice
A survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; and advance coaching-related skill development. Students will develop coaching skills through in-class and out-of-class practice. *Prerequisite ODEV 640.* **3 Hrs.**

ODEV 650 Coaching Practicum
This course provides the opportunity for students to engage in applied coaching efforts in the field. Working independently with a client, students will provide an intensive coaching consultation. This applied field experience is a supervised practicum. *Prerequisite: ODEV 640 and ODEV 645.* **3 Hrs.**

ODEV 665 International Experience
During this course, students participate in a "hands-on" OD effort in collaboration with an international OD program in a country or countries in Europe, Asia, Africa, Latin America or North America. Course requirements include attendance at pre-trip seminars and completion of all course assignments after the conclusion of the travel experience. **3 Hrs.**

ODEV 670 Topics in Org Development
Special topics courses will be offered on a regular basis. The course offerings will vary by term, possible topics include management consulting, organizational resiliency, business continuity and organizational reponses to disruptive change. **3 Hrs.**

ODEV 675 Capstone Practicum in Org Dev
The capstone course is the culmination of the program. The research and writing intensive course requires, through applied research, the integration of the major theories and principles from each of the preceding courses so that the student creates a defining perspective of the entire program of study. The preparation of an integrative project based on a applied field experience is required. **6 Hrs.**

ODEV 680 Independent Study in ODEV
This course requires independent reading and investigation of literature relevant to a specific topic or area of business. Students must meet faculty supervising the study prior to registration for the course to complete the proposal for an Independent Study. The form is available in the assistant dean's office. This course may be repeated for a maximum of six credit hours. **1-3 Hrs.**

Tuition and Fees

While the Board of Trustees reserves the right to adjust the fee schedules at any time, the following basic fees have been established for 2008-2009.

UNDERGRADUATE PROGRAMS

Comprehensive Tuition Rate

Students who are admitted to the traditional undergraduate program or pre-licensure BSN program, and who are registered for 12 or more credit hours in a fall or spring term, will pay the comprehensive tuition rate. All students living in a Residence Hall are also charged the comprehensive tuition rate, regardless of the number of credit hours enrolled.

Annual	
Full-Time Comprehensive Tuition	$22,068
Room and Board (on campus housing)	$ 7,882
Providence Place Apartments – 9 month contract	$ 5,400
Providence Place Apartments – 12 month contract	$ 7,200

In addition to tuition, room and board, students will pay any course and lab fees applicable (i.e. music fees, science lab fees, etc.) as specified in the course fees part of this section.

Credit Hour Tuition Rate

Students admitted to the Hayworth College Program* or the Associate of Science in Nursing Program will pay the credit hour tuition rate as indicated below, regardless of the number of credit hours for which they are registered. Students admitted to the traditional undergraduate program that are registered for less than 12 hours will also pay the credit hour tuition rate.

General Courses 000-449 *	$335 per credit hour
EDUC 499 (Teaching Block)	$190 per credit hour
RN-to-BSN Program	$335 per credit hour
Accelerated BSN Program **	$590 per credit hour

** Students admitted to the Hayworth College Program seeking a pre-licensure Bachelor of Science in Nursing degree will pay the credit hour rate for all courses until admitted to the major and the Presbyterian School of Nursing (PSN). Once admitted to the pre-licensure BSN program, students will be charged the comprehensive tuition rate as listed above in any Fall or Spring term for which they are registered for 12 or more credit hours.*

*** The cost covers books and uniforms for each term enrolled.*

GRADUATE PROGRAMS

College of Arts & Sciences

Master of Fine Arts in Creative Writing	$5,616 per term
MFA Graduation Residency	$600 charged 3rd & 4th term

School of Communication

Master of Arts in Organizational Communication	$575 per credit hour

School of Education

Master of Education	$320 per credit hour
Master of Arts in Teaching	$320 per credit hour
Graduate (Non-Degree)	$320 per credit hour

McColl School Of Business

Master of Science in Organization Development	$750 per credit hour
Master of Business Administration – Professional MBA	$750 per credit hour
Master of Business Administration – Executive MBA *	$59,000 entire program cost
Graduate (Non-Degree)	$750 per credit hour

**This cost covers tuition and fees for the entire program and includes the $1,000 deposit, all books, materials, meals and a $2,500 trip allowance towards the cost of one summer international study tour. Students typically select from several summer study tours, some may involve additional cost.*

Presbyterian School of Nursing

Master of Science in Nursing	$335 per credit hour
Graduate (Non-Degree)	$335 per credit hour

RESIDENCE HALLS

The residence halls are designed for full-time traditional age undergraduates. Family housing is not available.

Double room residence hall accommodations are available to all full-time students paying the comprehensive rate.

All residents will be charged the Comprehensive Tuition Rate and the University's Room and Board rate. If space is available, a student may choose to have a private room for an additional $850 per term. Details of the private room policy are included in the housing contract which is available in the Office of Residence Life. Damages to residence halls are billed after the end of each term and are due upon receipt.

Meal plans

All resident students except for those residing at Providence Place, are required to participate in one of the meal plans provided by the University. Students with special dietary needs should have a physician outline these needs in a letter to the general manager for Sodexho Food Services, so that the meals can be prepared accordingly. Students residing in Providence Place are not required to participate in a standard meal plan but will be allotted complimentary 5 meals per week for the 2008-2009 academic year.

Telephone/cable/internet access
Each residence hall room is equipped with a telephone line*, cable television service and internet access. Students need to provide their own personal telephone, television and computer to use these services. The cost of these services is included in the basic room charge.

*Providence Place residents will be responsible for arranging their own telephone services.

Laundry Machines/Microfridges
Each residence hall room is equipped with a microfridge combination microwave-refrigerator-freezer appliance. In addition, each residence hall has free state-of-the-art laundry facilities.

OTHER TUITION / FEES INFORMATION

Charlotte Area Educational Consortium (CAEC)
Full-time degree-seeking undergraduates paying the University's comprehensive tuition rate may register, on a space-available basis, for a course at any of the 23 institutions in the Charlotte Area Educational Consortium with no additional charge.

Consortium members include Belmont Abbey College, Cabarrus College of Health Sciences, Carolinas College of Health Sciences, Catawba College, Catawba Valley Community College, Central Piedmont Community College, Cleveland Community College, Davidson College, Gardner-Webb University, Gordon-Conwell Theological Seminary, Johnson C. Smith University, Lenoir-Rhyne College, Livingstone College, Mitchell Community College, Pfeiffer University, Queens University of Charlotte, South Piedmont Community College, Stanly Community College, University of North Carolina at Charlotte, University of South Carolina at Lancaster, Wingate University, Winthrop University and York Technical College. A student interested in the consortium should contact the Registrar's Office.

Audited Courses
Students will be charged for audited courses as they would for any other course.

Repeated Courses
A student who chooses to repeat a course will be charged for the course.

Enrollment Across Programs
Regardless of a student's program-of-entry (traditional Undergraduate Program, the Hayworth College program, the Associate of Science in Nursing program, or a Graduate Program), a student may register for any course for which the student has met the prerequisites; provided there is space available and there are no special restrictions on the course. Students paying by the credit hour will be charged according to the origin of the course at the prevailing rate for that course.

OTHER ACADEMIC FEES (non-refundable)

Application Fees

Baccalaureate Programs	
Traditional Undergraduate Program	$40
Hayworth College Program	$40
Associate Programs	
Presbyterian School of Nursing	$40
Graduate Programs	
Master of Fine Arts	$40
McColl School of Business	$75
School of Education	$40
School of Communication	$75
School of Nursing	$40

Acceptance Fees

Associate of Science in Nursing	$250

Tuition Deposits (Applied towards enrollment costs for the student's first term)

Traditional Undergraduate Program*	$250
Master of Fine Arts Program	$300
EMBA	$1,000

**Traditional Undergraduate Program deposits will be refunded if the University has been notified of the student's decision to not attend prior to May 1st.*

Room Damage Deposit

A $150 room damage deposit is required for all resident students. This deposit will be held until the student graduates and/or separates from University housing. For room damage charges incurred prior to graduation/separation, payment is required and will be billed to the student's account. The room damage deposit will be refunded after graduation/separation less any room damage costs that have not been paid in the student's last term. This deposit does not eliminate the student's right to appeal any and all room damage charges.

Course Fees:

The courses in which a student enrolls will determine the course fees that are charged. Below is a brief overview of the possible non-refundable course fees that could be charged:

Applied Music Fees	$110 – $405
BUSN 600 Materials	$285
Core Materials	$10 – $55
Forensic Class Lab Fee	$125
Heart Health and CPR	$20
Horseback Riding	$400
Lifeguard Training	$40
MFA Thesis Fee	$30
Nursing Lab Fee	$100
Nursing Clinical Course Fee	$150
Nursing Professional Liability Fee	$20
Nursing Testing Fee	$110
Photography Lab Fee	$25

Professional Golf Management Fee (per term)	$900 ($450 is nonrefundable)
Science Lab Fee	$50
Student Teaching Fee	$30

Other Fees:

Health and Illness Insurance (annually)	$922
Late Payment Fee (accrued monthly)	$60

Parking

Resident Students	$125
Commuter Students (traditional Undergraduate Program)	$75

Payment Plan Fees:

2, 3 or 4 Monthly Installment Plan	$75
TDP – Tuition Deferment Plan	$100
Private Room Fee	$850
Transcript Fee	$5
Transcript Fee (expedited)	$15

REQUIRED HEALTH AND ILLNESS INSURANCE:

All full-time students paying the Comprehensive Tuition Rate and all full-time and part-time students in the ASN and BSN programs are automatically billed for a Health and Illness insurance plan through the University.

To decline participation in and remove charges from an account for this insurance, students must complete an opt-out verification form online with the University's insurance provider. This opt-out verification form must be completed by September 15 for Fall term and January 15 for Spring/Summer term.

Brochures outlining coverage, costs and limitations are mailed in the summer to all registered full-time students paying the Comprehensive Tuition Rate and all full-time and part-time students in the ASN and BSN programs. This information is sent to the students' permanent home address.

Student athletes have additional insurance requirements. Please contact the athletics department for more information.

Payment Information

Upon registration the applicant accepts as binding all fees and regulations set forth in the Catalog or as amended during the year:

1. Tuition and fees, less financial assistance awarded, are due and payable according to the schedule listed below:

For Students in the Traditional Undergraduate Program and the Associate of Science in Nursing Program

Fall Term	Spring Term	Summer Term**
August 10*	December 10*	May 10

*** Fall and Spring Classes dropped for non-payment** –These due dates correspond with the date on which classes will be dropped at the close of business if a student has not paid in full or made suitable payment arrangements with the Office of Student Financial Services. Preliminary financial aid (scholarships, grants, approved student loans, third party payment authorizations, etc.) is taken into consideration when determining account status. Students may register after their classes have been dropped (prior to the end of the Add Period) by making appropriate financial arrangements with the Office of Student Financial Services.

**** Summer Classes dropped for non-payment** – Classes this term will be dropped after the close of business on the last day to add registration for the summer term if a student has not paid in full or made suitable payment arrangements with the Office of Student Financial Services. Preliminary financial aid (scholarships, grants, approved student loans, third party payment authorizations, etc.) is taken into consideration when determining account status.

For Students in the Hayworth College Program and Graduate Programs:

Fall Term	Spring Term	Summer Term
September 10	January 10	May 10

Undergraduate Classes dropped for non-payment – Each term classes will be dropped after the close of business on the last day to add registration for the current term if a student has not paid in full or made suitable payment arrangements with the Office of Student Financial Services. Preliminary financial aid (scholarships, grants, approved student loans, third party payment authorizations, etc.) is taken into consideration when determining account status.

For Students in the Master of Fine Arts Program:

Summer/Fall Term	Spring Term
May 10	January 10

2. Payments are accepted in US currency via check, cash, MasterCard or Visa.
3. Credits for scholarships and financial assistance are divided equally between the fall and spring terms.
4. Overpayments created by financial assistance will only be refunded to the student and/or parent after charges have been paid in full.
5. Students who do not wish to pay in full at the beginning of each term may be interested in the following programs offered by Queens University of Charlotte.

(a) Installment plan: Enrollment in the Queens installment plan allows a student to divide their balance due into two, three or four equal installments. The length of the payment plan is determined by the term and the student's program of study. Please see the table below to identify the installment plan available to you and the due dates for the term. There is a $75 enrollment fee assessed for each term enrolled and this payment should accompany the enrollment form when submitted to the Office of Student Financial Services by the due date for that term. Enrollment forms received by the Office of Student Financial Services that are not accompanied by the enrollment fee will be returned to the student. A late-payment penalty is incurred if an installment is not paid by the due date. The University reserves the right to deny participation in this plan to students on the basis of their payment history with the University. Credit card payments may be made either by calling the University Cashier each month or submitting a credit card authorization form monthly. Credit cards will not be automatically processed monthly.

For Students in the Traditional Undergraduate Program and the Associate of Science in Nursing Program:

Fall Term _ (4-pay)	Spring Term (4-pay)	Summer Term (2-pay)
July 10	December 10	May 10
August 10	January 10	June 10
September 10	February 10	
October 10	March 10	

For Students in the the Hayworth College Program and Graduate Programs:

Fall Term (3-pay)	Spring Term (3-pay)	Summer Term (2-pay)
September 10	January 10	May 10
October 10	February 10	June 10
November 10	March 10	

For Students in the Master of Fine Arts Program:

Summer/Fall Term (3-pay)	Spring Term (3-pay)
May 10	January 10
June 10	February 10
July 10	March 10

(b)

Unsecured educational loans

There are a variety of student and parent loans available. For information, please visit www.queens.edu/financial. If the posting of Title IV funding to a student account creates a credit balance, a check will be issued by the University to the student/parent within fourteen days of receipt of the funding.

c)

Tuition Deferment Plan

The Tuition Deferment Plan (TDP) is a deferment plan available to students whose employer will reimburse them for tuition at the end of a term. Under this plan, tuition for fall term is due by February 10, spring term by June 10, and summer term by September 10. Students wishing to apply for this plan must submit the TDP application form to the Office of Student Financial Services by the due date for that term. A deferment fee of $100 is due with the TDP application form. TDP forms received by the Office of Student Financial Services that are not accompanied by the payment plan enrollment fee will be returned to the student. Tuition is the only expense that may be deferred. A late-payment penalty is incurred if a payment is not made by the due date. The University reserves the right to deny participation in this plan to students on the basis of their payment history with the University.

6. Failure to pay by the due date and/or failure to adhere to the terms of the University's payment plans will result in a monthly late fee until the balance has been paid in full. The student is responsible for all changes assessed against the student regardless of any arrangements/agreement made with other parties.
7. Students that submit payments to Queens for tuition and other related expenses that are re turned by the bank for insufficient funds, stop-payments or closed account will be assessed a $30 returned check fee. The student may be asked to replace the returned check with guaranteed funds.

8. Students are not permitted to attend class until satisfactory arrangements have been made to meet all financial obligations. Continued class attendance is contingent upon maintaining good financial standing with the University throughout the term.
9. Participation in graduation activities and receipt of diplomas, certificates, and transcripts are permitted only when the student's account has been paid in full.
10. Students that become financially delinquent will have their student account turned over to collections. If an account is referred to a collection agency or attorney, the student will be liable for all attorney fees, court costs and collection fees as allowed by law. Students that would like to re-enroll at Queens after having been in collections will be asked to pre-pay all tuition and fees with guaranteed funds before being allowed to register for the upcoming term.

Students wishing to apply for financial assistance should visit
www.queens.edu/financial/apply.asp

WITHDRAWAL AND FINANCIAL OBLIGATIONS

The policies and procedures below apply to all undergraduate and graduate students. Students who enroll in multiple programs must follow that program's calendar for each class. Additional information is available in the Office of Student Financial Services or online at *www.queens.edu/financial/tuitionfees.asp.*

Dropping a Course

When a course is dropped during the Drop/Add period there is no record of that registration, and no tuition is charged for that course. After the Drop/Add period has ended, a student leaving a class must formally withdraw from the course in order to receive a status of "W."

Withdrawal from a Course

There is no refund of tuition for withdrawal from an individual course unless the withdrawal results in zero enrolled credit hours.

Withdrawal from all classes/from the University

Withdrawal-Academic Ineligibility

A student determined by the Student Qualifications Committee to be academically ineligible to return will receive a refund if the student has made payments or has a credit balance toward the next term's tuition and fees. Such decisions are made at the end of each term.

Withdrawal-Illness

Students who withdraw from all classes during the term as a result of illness will have tuition prorated as of the date of withdrawal, provided the physician recommends withdrawal in a letter to the Registrar's Office.

Withdrawal-Other Reasons

Students who withdraw from the University effectively leaving Queens, will have tuition, room and board prorated. Please see the adjustment schedule below.

Exceptions

Students who feel that individual circumstances warrant exceptions to this policy may appeal to the Financial Policies Committee, provided such appeal is made in writing before the end of the term for which the proration is requested.

Tuition, Room and Board Adjustments

Tuition, Room and Board adjustments will be made according to the following schedule. Please refer to our Web site at www.queens.edu/financial/tuitionfees.asp for non-standard sessions. The first week of the semester is the seven-day period that begins on the first day of class as stated on the academic calendar.

Period of Withdrawal	**Adjusted Rate**
Week 1 and 2	100%
Week 3 and 4	50%
Week 5 through 8	25%
After Week 8	0%

(MFA ONLY)

Period of Withdrawal	**Adjustment Rate**
Day 1 and 2	90%
Day 3 through 7	50%
Week 2 through Week 4	50%
Week 5 through Week 8	25%
After Week 8	0%

REFUND POLICY FOR FEDERAL AID RECIPIENTS

If a student withdrawals from all classes or withdrawals from the University, all or a portion of the student's assistance may be required to be returned to the originating source. The amount to be returned is determined according to Federal and State of North Carolina regulations and policies. A detailed copy of the refund worksheet is available upon request from the Office of Student Financial Services. In accordance with regulations, Queens will refund applicable funds in the following order:

Federal Education Loan Programs (Stafford, PLUS and Perkins Loans)
Federal Pell Grant
Federal Academic Competitiveness Grant
Federal National SMART Grant
Federal Supplemental Educational Opportunity Grant
Other Federal Title IV Programs
North Carolina Legislative Tuition Grant
North Carolina Education Lottery Scholarship
Other North Carolina Programs
Queens University of Charlotte Programs

Financial Assistance

Queens University of Charlotte offers merit and need-based funding. Merit funding recognizes academic achievement, leadership and talent as well as school, church and community involvement. Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for need-based funding. The FAFSA may be completed online at www.fafsa.ed.gov. Students must be accepted for admission to the University prior to being awarded any funding. A complete listing of Federal, North Carolina and University funding opportunities is available online at *www.queens.edu/financial.*

FEDERAL PROGRAMS

All federal programs are subject to funding and congressional action.

Federal Pell Grants are available to eligible degree seeking undergraduate students on the basis of financial need. The grants are scheduled to range from $523 to $4,731 for the 2008-09 academic year, depending on need and hours enrolled. A student must complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility.

Academic Competitiveness Grants are available to Federal Pell Grant eligible students who are US citizens, enrolled full-time and who have successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Students may apply for the grant by completing the Free Application for Federal Student Aid (FAFSA). First-year awards (for students graduating from high school after 1/1/2006) are valued at $750 annually. Second-year awards (for students graduating from high school after 1/1/2005) are valued at $1300 annually. Students advance to second-year status after completing 24 credit hours and two semesters of enrollment. Second-year eligible students must have maintained a cumulative GPA of at least 3.0.

National Science and Mathematics Access to Retain Talent Grant (SMART) Grants are available to Federal Pell Grant eligible students who are US citizens and enrolled full-time as a third or fourth year student in a baccalaureate degree program majoring in an eligible program. To view complete list of eligible majors, visit: http://www.ifap.ed.gov/dpcletters/attachments/GENO615Attach1.pdf.

Students must have a minimum 3.0 GPA on a 4.0 scale. Annual award value is $4,000. Students may apply for the grant by completing the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grants (FSEOG) are available on an annual basis to degree seeking undergraduate students with exceptional financial need. These grants range in value and priority is given to Federal Pell Grant recipients. A student must complete the Free Application for Federal Student Aid (FAFSA) to be considered for funding.

Federal Work-Study (FWS)
Awards are available to degree seeking students with financial need. Awards are based on available federal funding. Each student awarded work-study will be placed in a campus or community service job and paid monthly for hours worked. A student must complete the Free Application for Federal Student Aid (FAFSA) to be considered for funding.

Federal Stafford Student Loans are available to degree seeking students enrolled at least half-time (6 credit hours per term). Students must complete the Free Application for Federal Student Aid (FAFSA) and required loan forms to receive funding. For loans processed after July 1, 2008, the interest rate will be 6.0%. For students demonstrating financial need, interest is subsidized (the U.S. government pays the interest while you are enrolled at least half-time (six credit hours) and for six months after graduation or when attendance drops to less than half-time). Students not demonstrating financial need may borrow an unsubsidized Federal Stafford Loan for which they would be responsible for interest payments while in school. For loan limits and information on lenders, please visit *www.queens.edu/financial/staffordloans.asp.*

Federal Parent PLUS Loan Program enables parents to borrow for each dependent that is enrolled in school at least half-time as a degree seeking student. Parents may finance up to the full cost of their child's education each academic year, minus grants and other financial aid the child receives. (Although parents do not have to prove financial need, credit checks are mandatory. Applicants with adverse credit histories may not be eligible for PLUS loans.) Repayment on these loans usually begins within 60 days after full disbursement. The current interest rate is 8.5%. If for any reason the PLUS application is denied, the dependent may be able to borrow additional funds through the Unsubsidized Federal Stafford Loan Program. The student and his/her parent(s) must complete the Free Application for Federal Student Aid (FAFSA) and required loan forms to receive funding. Information on lenders and loan benefits is available at *www.queens.edu/financial/federalplusloans.asp.*

Federal Graduate/Professional PLUS Loan Program allows degree seeking graduate students to borrow under the PLUS Loan Program up to their cost of attendance minus other financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans. These requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan and a fixed interest rate of 8.5 percent. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan. Information on lenders and loan benefits is available at *www.queens.edu/financial/gradplus loans.asp.*

NORTH CAROLINA PROGRAMS

All state programs are subject to revision of funding or regulation by the North Carolina General Assembly.

North Carolina Legislative Tuition Grants (NCLTG) are awarded to North Carolina residents pursuing their first undergraduate degree or seeking teacher education or nursing icensure. Funding is made available by the North Carolina General Assembly. The General Assembly also defines residency for grant eligibility. Currently the North Carolina Legislative Tuition Grants are funded annually at $1,950 for full-time students and $1,463 for three-quarter-time. Eligibility is based on the student's enrollment status as of October 1st for the fall term and the 10th class day for the spring term. Eligible students who have completed 140 or more credit hours shall have their award reduced by twenty-five percent. The completed NCLTG application must be submitted no later than October 1 for the fall term and the 10th class day for the spring term.

The North Carolina Education Lottery Scholarship was created by the North Carolina General Assembly to provide financial assistance to needy North Carolina residents enrolled at least half-time as an undergraduate degree seeking student at an eligible college or university within the state of North Carolina. Students may apply by completing the Free Application for Federal Student Aid (FAFSA) and submitting a completed NCLTG form to Queens University of Charlotte. Based on the FAFSA analysis, awards are determined by the state of North Carolina. Currently awards range from $100 to $2,300 annually. Students who have earned a baccalaureate college degree are ineligible.

The State Contractual Scholarship Fund is provided to Queens University of Charlotte by an act of the North Carolina General Assembly. Scholarships are available to at least half-time degree seeking undergraduate students and teacher education and nursing licensure students who are legal residents of North Carolina. Award amounts vary depending on financial need and funding levels. Students must complete the FAFSA and the NCLTG application for consideration of funding.

The North Carolina Student Incentive Grant provides grants up to $700 per academic year for eligible degree seeking, full-time undergraduate students who are North Carolina residents. Recipients must demonstrate substantial financial need and apply by completing he FAFSA prior to March 15; however funds are typically exhausted by the end of February. Awards are determined by College Foundation of North Carolina.

The North Carolina Teaching Fellows Scholarship is funded by the North Carolina General Assembly. Teaching Fellows are selected annually from NC High Schools and are applicable to four years of study. The current annual funding level provided by the state of North Carolina is $6,500. Recipients are selected by the NC Teaching Fellows Commission. More information is available at *www.teachingfellows.org.*

The North Carolina Prospective Teachers Scholarship Loan Fund awards scholarships in the amount of $2,500 for each academic year. The criteria for awarding scholarships are measures of academic performance, including grade point average, scores on standardized tests, class rank and recommendations of guidance counselors. Teaching in North Carolina public schools upon graduation allows cancellation of the loan at a prescribed amount per year of service. Further information is available at *www.cfnc.org/PTSL.*

The North Carolina Nurse Scholars Program is a scholarship/loan program. The State of North Carolina awards annual scholarship/loans in the amount of up to $3,000 for ASN students, $5,000 for BSN students and $6,000 for MSN students to North Carolina residents enrolled in a nursing program in preparation for licensure as a registered nurse. Service as a full-time registered nurse in North Carolina upon graduation allows cancellation of the loan. Further information is available at *www.cfnc.org/nursescholars.*

QUEENS UNIVERSITY OF CHARLOTTE PROGRAMS

Presidential Scholarships are awarded annually to 12 graduating high school seniors based on superior academic and leadership achievement. These full tuition scholarships are for four years of study in the traditional undergraduate program. A separate scholarship application (available from the traditional undergraduate Office of Admissions) is required in addition to the admission application. For consideration, both the admission and scholarship applications must be postmarked by December 15. Scholarship finalists are interviewed during Scholars Weekend in February. Presidential Scholarships at Queens have been named for or established by:

Eleanor Hayes & James Barnhardt
Dowd Foundation
Judith Cochrane Gilman
Willie Choate Hampton
Alex Hemby
Annabel Lambeth Jones
David Gilchrist Jones
Lucille Finch Jones
Frances Carol McColl
Virgilia Moore
A. Alex Porter, Jr.
Virginia Vance
Billy O. Wireman

Reece A. Overcash Scholarships are awarded to graduating high school seniors enrolling in the traditional undergraduate program. Up to two students annually are awarded an Overcash Scholarship in the amount of $5,000. The tuition scholarships are offered on a competitive basis to students who exhibit an interest in and capacity to find creative relationships between the humanities and math, science and technology and are available for four years of study. Candidates must submit a scholarship application (available from the traditional undergraduate Office of Admissions) no later than December 15. Scholarship finalists are interviewed during Scholars Weekend in February.

Community Service Grants provide an opportunity for students to volunteer in one of Charlotte's many human service agencies (100 hours per semester). Awards are made to graduating high school seniors enrolling in the traditional undergraduate program with a proven commitment to community service. Annual awards of $2,200 are awarded to students as a grant towards their tuition costs. Awards are renewable. A separate application (available from the traditional undergraduate Office of Admissions) is required. Deadline for consideration is January 15.

University Scholars are named from graduating high school seniors enrolling in the traditional undergraduate program. These tuition scholarships are based on weighted GPA and SAT or ACT test scores at the time of admission. Students are awarded funding at three levels, Trustee, Deans' and Alumni. For more information, contact the traditional undergraduate Office of Admissions at 704 337-2212.

Charles A. Dana Scholarships are awarded annually to full-time students in each of the rising sophomore, junior and senior classes enrolled in the traditional undergraduate program, who maintain outstanding records for scholarship and leadership. Recipients are selected at the recommendation of the Faculty Honors Committee.

Music/Drama/Art Scholarships are awarded during the admissions process to students who plan a major or concentration in music, drama or art; or major in Music Therapy. Tuition awards to full-time degree-seeking students enrolled in the traditional undergraduate program, are based on academic background, talent and degree of advancement. An audition or portfolio review is required. Awards are based on faculty recommendations and are available for four years of study. Students must schedule an audition or submit portfolio by January 15 to receive scholarship consideration.

Ministerial Tuition Remission is available for a dependent or spouse of an active Presbyterian minister who is enrolled full-time in our traditional undergraduate program of study. Dependents or spouse of active ministers of the Presbyterian Church (USA) Mid-Atlantic Synod receive a 20% tuition remission. Dependents or spouse of active ministers in all other synods of the Presbyterian Church (USA) receive a 15% tuition remission. Remission forms are available from the Office of Student Financial Services.

Athletic Scholarships are awarded according to NCAA Division II policies and are based on the recommendation of the athletic department in the following sports:

Men's	**Women's**
Basketball	Basketball
Cross-Country	Cross-Country
Golf	Golf
Lacrosse	Lacrosse
Soccer	Soccer
Tennis	Softball
Track and Field	Tennis
	Track and Field
	Volleyball

For more information, contact the Department of Athletics.

National Presbyterian College Scholarship Program (NPCSP) is co-sponsored by Queens University of Charlotte and the Presbyterian Church (USA). The NPCSP affirms excellence in scholastic ability and leadership and encourages superior students to attend Presbyterian-related colleges and universities. Funds for awards are provided by Queens University of Charlotte and the Presbyterian Church (USA). The scholarship is applicable for full-time studies in the traditional undergraduate program. Application information is available at www.pcusa.org/financialaid. Finalists are selected by a National Committee in mid-March. Scholarship amounts are determined on the basis of financial need.

Karl and Anna Ginter Fellowships are awarded to degree seeking students enrolled in Hayworth College as working adults. Fellowships are awarded to students during the admission process. Selection is based on academic promise, leadership potential and character. Awards range up to $2,000 annually. For more information, please contact the Hayworth College admissions office.

Pauline Lewis Fellowships are awarded to degree seeking undergraduate students enrolled in Hayworth College. Fellowships are awarded to students during the admission process. Selection is based on potential for academic success and campus leadership. Awards range up to $2,000 annually. For more information, please contact the Hayworth College admissions office.

Pat and B.D. Rodgers Fellowships are awarded to degree seeking students enrolled in Hayworth College. Fellowships are awarded to students during the admission process. Selection is based on demonstrated financial need, potential for academic success, character and leadership potential. For more information, please contact the Hayworth College admissions office.

Hershel H. and Cornelia N. Everett Fellowships are awarded during the admission process to students enrolling in graduate programs in the School of Education. Recipients must have established North or South Carolina residency. Selection is based on academic promise, personal achievement, leadership potential and character. Awards range up to $2,000 annually. The Everett Fellowships are also available on a one-time basis to students who have suffered job loss or other financial difficulties. For more information, please contact the School of Education.

McColl School MBA Fellowships are awarded to new degree candidates in the Professional MBA and the Executive MBA programs. For additional information contact the McColl School MBA Admissions Office.

PMBA: Several funds provide academic fellowships for new degree candidates in the Professional MBA program. Financial need is not a factor in the selection.
EMBA: Several need-based scholarships are available to first time degree candidates admitted to the Executive MBA program. The Executive MBA program also has fellowships available for non-profit senior managers and promising entrepreneurs.

Additional named scholarships are awarded by the University on the basis of academic merit and/or financial need. There is no scholarship application necessary for these funds. Academic information and/or the Free Application for Federal Student Aid (FAFSA) are all that is required. These include scholarships named for or established by the following:

Naomi G. Albanese MBA Scholarship
Thelma Albright Scholarship
Willie May Allen Scholarship
American Express Scholarship
American Schlafhorst Foundation Scholarship
Eugene & Thelma Andrews Scholarship
Stanley N. Ausbrooks Nursing Scholarship
Berniece Tomberlin Warlick Baird Scholarship
Ian Banwell Minority Entrepreneurial Scholarship
Eleanor Hayes & James Harper Barnhardt Presidential Scholarship
Harriet and Bill Barnhardt Scholarship
T. M. Barnhardt Scholarship
Frances L. Barrett Scholarship
Ann Everett Belk Scholarship
Carol G. Belk Scholarship
Bill Berry Endowed Scholarship
A. Richard Blair Scholarship
Dr. Andrew Blair Scholarship
Dr. Elizabeth Blair Memorial Scholarship
Sarah Locke Blythe Scholarship
Kathryn A. Browning Scholarship
Sara Doll Burgess Scholarship
Florence Fox Butler Scholarship
Cassels International Scholarship
Clara H. Carswell Scholarship
Cato Scholarship (education)
Cato Scholarship (nursing)
John P. Derham Cato Scholarship
Centennial Class of '57 Scholarship
Challen Scholarship
Ivan F. Chambers Music Scholarship
Charlotte BusinessWoman of the Year Graduate Fellowship
Charlotte Panhellenic Scholarship
Charlotte Regional Safety and Health School Endowed Scholarship in Memory of Mike Peak
Class of 1956 Scholarship
Class of 1958 International Scholarship
Alma Orr Cordle Scholarship
Ophelia Hart Cranford Scholarship
Credit Suisse First Boston Scholarship
Crowder Family Scholarship
Dalton-Hutchinson Scholarship
Dana Scholarship
Rose Grubb Daniel Scholarship
Evelyn Deal Scholarship
M. Mellanay Delhom Art Scholarship
Dorothy Cranford Dorton Scholarship
Sallie Carson Dowd Nursing Scholarship
Helen Ellis Scholarship
Frances DeArmon Evans Scholarship
Rosa Neel Evans Scholarship
Bertha Frey Scholarship
Dr. J. Elizabeth Garraway Endowed Scholarship
Tess Gary Memorial Scholarship
J. Norman Pease & Anne Pease Gaskell Scholarship
Gilchrist Nursing Scholarship
Donna Hanson Gillespie Scholarship
Judith Cochrane Gilman Presidential Scholarship
Glaxo Women in Science Scholarship
R. Ronald & Nancy Bean Glenn Scholarship
J. Dent and Clarice Cato Goodyear Companion Animal Lover Scholarship
James P. Grey Scholarship
Kathryn L. Grigg Scholarship
Dorothy & Leon Gutmann Music Scholarship
Willie Hines Gwaltney Scholarship
Hope & Pat Hall Scholarship
Willie Choate Hampton Presidential Scholarship
Harman Scholarship
Harris Scholarship
Robin & Blaine Hawkins Scholarship
William Randolph Hearst Scholarship
William Randolph Hearst Nursing Scholarship
Ellen Brantley Heath Scholarship
C. E. Hutchison Scholarship
Annabel Lambeth Jones Presidential Scholarship
Carolyn M. Jones Scholarship
David Gilchrist Jones Presidential Scholarship
Julia Jones Scholarship
Lou Finch Jones Scholarship
Lucille Finch Jones Presidential Scholarship
Charlotte R. Kay Endowed Scholarship
John T. and Elizabeth A. Kelly Scholarship

Mary B. Kennedy Scholarship
Nancy Boeckmann Kirk Scholarship
Robert Knowles Communication Scholarship
Joseph Lammers Music Scholarship
Maurice B. Landers Scholarship
Judy Moore Leonard Scholarship
Pauline Lewis Fellowship
Annabel Jones Link Scholarship
Lily Long Scholarship
Frances Masten Mabe Scholarship
Mann Scholarship
Dr. Virginia L. Martin Endowed Science Scholarship
Doris Jane Moore Maxwell Scholarship
Frances Carroll McColl Presidential Scholarship
Hugh L. McColl, Sr. Scholarship
Hugh McColl, Sr. Fellowship
Mildred Morse McEwen Memorial Scholarship
Foster G. & Mary W. McGaw Scholarship
Mary W. McGaw Scholarship
Donald Drake McNeill Scholarship
Mercer Scholarship
Oscar Lee & Rose Evans Miller Scholarship
Harold V. Moon Scholarship
Robert A. Moore Pediatric Scholarship
Virgilia Moore Presidential Scholarship
Philip A. Moose Scholarship
Morgan Stanley Scholarship
Mrs. Ben W. Montgomery Scholarship
Nalle Clinic Foundation Nursing Scholarship
James & Betty Nisbet Scholarship
Gertrude M. Norman Scholarship
Nelle Evans Nye Scholarship
Ann Vandiver O'Quinn Scholarship
Reece A. Overcash Scholarship
Kay Overturf Scholarship
Alice Barron Pearce Art Scholarship
Dorothy Folger Pence Scholarship
Porter/Johnson/Crown Art Scholarship
Kathryn & Norris Preyer Scholarship
PricewaterhouseCoopers Scholarship
Queens/Davidson Service Scholarship
Laura Janette Quattlebaum Scholarship
Winifred Pons Ramsay Memorial Scholarship
Rankin-Cunningham Scholarship
Bessie Flowe Redd Scholarship
George V. Reddin Entrepreneurial Scholarship
Clyda Rent Fellowship
Elizabeth Maynard Rivers Scholarship
Eloise McFadyen Roberts Scholarship
Robinson-Humphrey Scholarship
Connally Smith Rogers Scholarship
Mary F. Ross Scholarship
Salomon Brothers Scholarship
Sandifer-Newbold Scholarship
Scruggs Scholarship
Shackleford Scholarship
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Shelton Scholarship
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Loma Squires Scholarship
Mary T. Staton Scholarship
George Stegner Music Scholarship
H. Watson Stewart Scholarship
Worth Stewart Scholarship
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Dr. Frederick H. Taylor, Sr. Nursing Scholarship
Carolyn Bishop Thornhill Scholarship
D.J. Thurston, Jr. Nursing Scholarship
Jean Marie Torrence Scholarship
Isabelle W. Trexler Scholarship
Trimble Scholarship
Salem A. & Mary Lance Van Every Scholarship
Van Ness Hamrick Scholarship
Virginia Vance Presidential Scholarship
Wachtell Lipton Rosen & Katz Scholarship
Wendy Waite Journalism Scholarship
May Ervin Wall Scholarship
Wearn Scholarship
Flora B. Wilmoth Scholarship
Billy O. Wireman Presidential Scholarship
Wireman Fellowship
Witherspoon Fellowship
Wolfensohn Scholarship
Young Memorial Mecklenburg Scholarship

STUDY ABROAD

Students who wish to study abroad should first contact the John Belk International Program office. Students wishing to receive financial assistance for studies outside the United States must contact the Office of Student Financial Services at least three months prior to their departure. Federal financial aid is available for approved study abroad programs. University funding can be used for study abroad if the student pays tuition, room and board directly to Queens University of Charlotte and the University makes payment to the participating study abroad University. Financial aid is not disbursed until after the term begins. Therefore, financial aid funding is not available in time to pay upfront costs such as deposits and plane fare.

FINANCIAL AID APPLICATION

To be considered for need-based financial assistance, students must have been admitted to Queens as degree or certificate candidates and must complete and submit the Free Application for Federal Student Aid (FAFSA). The form is available online at www.fafsa.ed.gov. A copy of the student's (and family's if applicable) federal income tax return, as well as other documentation, may be required for verification purposes. Applications for financial aid should be submitted by entering traditional students as early as possible after January 1 of their senior year in high school. Students filing before March 1 will receive priority in funding. New evening undergraduates and graduate students are encouraged to complete the FAFSA as early as possible prior to their first term of enrollment. Renewal of need-based financial aid is not automatic. Therefore, continuing students are encouraged to submit a Renewal FAFSA available at www.fafsa.ed.gov no later than April 1 of each academic year. For more information on applying for financial assistance, visit www.queens.edu/financial/apply.asp.

Queens University of Charlotte reserves the right to review and modify an offer of financial aid should the recipient receive aid from other sources.

SATISFACTORY ACADEMIC PROGRESS FOR RECEIVING FINANCIAL AID

Queens University of Charlotte has established standards of satisfactory academic progress which are administered by its Student Qualifications Committee (SQC). This committee reviews the academic record of each student at the end of each term. Students must show progress in both quality (grade point average) and quantity (credit hours earned) toward completion of their degree requirements to continue receiving financial aid funding.

A student whose cumulative grade point average falls below the required levels for each class standing (See Academic Policies sections of this catalog) is considered to be on academic probation. The first term a student is placed on academic probation, they are deemed to be on financial aid probation as well. Financial aid probation is permitted for one academic term. During this probationary period students may continue to receive financial aid provided they are otherwise eligible. Should a student have their probation removed, but then be placed on probation in a subsequent term, they are ineligible for aid.

The timeframe in which a student has to complete an undergraduate degree cannot exceed 150% of the published length of the program as measured in credit hours. Evaluation of the timeframe progress is made at the end of the spring semester by the Office of Student Financial Services. The academic year evaluated may include any combination of the prior summer, fall and spring terms. Transfer students are treated as first year students for measuring the financial aid eligibility time frame for completion of a degree program. Repeated courses, course withdrawals, incomplete courses and course failures count as hours attempted but not completed. Additional time needed to complete the undergraduate degree beyond the maximum stipulated must be entirely at the student's expense. Queens University of Charlotte does not establish a maximum timeframe for completion of graduate degrees.

Students ineligible to receive financial aid due to academic probation or continued academic probation may appeal such action on a term by term basis. There is no limit to the number of appeals that can be submitted by an individual student. Letters of appeals must be submitted to the Office of Student Financial Services no later than two weeks before the end of the probationary semester (end of exams) or notification of placement on probationary status. Appeals must include an explanation of the circumstances contributing to the unsatisfactory performance and how they have resolved the difficulties or their plan to improve performance. Supporting documentation, such as a letter from a physician or counselor, should be included when relevant. The student will be notified in writing of the final decision regarding whether the appeal will be granted within two weeks of the receipt of the student's appeal letter. If the appeal is granted, the students' progress is assumed to be satisfactory for the term in question and aid eligibility for that term only is restored. If the appeal is denied, the student remains ineligible. Appeal decisions made by the Associate VP and Director for Student Financial Services are final.

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David Pope, Charlotte, NC
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Myrta Pulliam '69, Indianapolis, IN
Thomas Reddin, Charlotte, NC
Carol Carson Sloan '60, Raleigh, NC
Brent Trexler, Charlotte, NC
F. William Vandiver Jr., Charlotte, NC
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Ann Hinson '72, Indianapolis, IN, ex officio – Alumni Association President
Katherine Carman '08, Student Liaison to the Board

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President
Sarah Thomas Prochaska '87
Reunion Chair

Kathy Lennon Comer '89
Reunion Chair Elect
Ann Logan Speer '59
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Claudette Brown Hall '65
Annual Fund Chair
Joseph Nganga '01
Annual Fund Chair Elect
Arden Schell '68
Planned Giving Chair
Kathy Browne Auman '65
Chapter Chair
Paul Foley '00
Chapter Chair Elect

PRESIDENTS OF THE UNIVERSITY

Robert Burwell, 1857–1872
Robert Hett Chapman, 1872–1875
Stephen Taylor Martin, 1875–1878
William Robert Atkinson, 1878–1891
Lily W. Long, 1891–1899
James R. Bridges, 1899–1911
John Livy Caldwell, 1911–1916
James R. Bridges, acting, 1916–1917
Henry Clay Evans, 1917–1918
William Anderson, acting, 1918–1921
William Henry Frazer, 1921–1939
Hunter Bryson Blakely, 1939–1950
McAlister Carson, acting, 1950–1951
Charlton Coney Jernigan, 1951–1953
Herschel Hill Everett, acting, 1953–1954
Edwin Ruthven Walker, 1954–1965; acting, 1965–1967
John Edwin Smylie, 1967–1974
Alfred O. Canon, 1974–1977
Billy O. Wireman, 1978–2002
Pamela Lewis Davies, 2002-present

ADMINISTRATION

Pamela Davies, President
Rebecca Anderson, Vice President for Marketing and Community Relations
William C. Clyde, Vice President for Academic Affairs
Susan Gary, Vice President of Finance
Brian Ralph, Vice President of Enrollment Management
Vacant, Vice President for Campus Planning and Services
Terry Broderick, Dean of the McColl School of Business
William K. Cody, Dean of the Presbyterian School of Nursing
John Downey, Dean of Students
Darrel Miller, Dean of the School of Education
Betty Powell, Dean of the College of Arts & Sciences
Vacant, Dean of the School of Communication
Krista Tillman, Dean of Hayworth College

FACULTY 2008-2009

Date following name and title indicates year of full-time appointment
** = part-time*

Dimitra D. Acheson
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B.S., University of Athens; M.S., University of Iowa; Ph.D., University of North Carolina at Chapel Hill

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Billy O. Wireman Professor of Business Administration, 1984
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B.S., Virginia Polytechnical Institution and State University; M.A., Western Carolina University

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Dennis Thompson Chair for Entrepreneurial Studies and Associate Professor of Business, 2005
A.S., Northern Virginia Community College; B.S., University of Virginia; M.B.A., Virginia Polytechnic Institute and State University; Ph.D., University of Tennessee

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Professor of Business Administration, 1997
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B.R.E., Baptist Bible College; M.A., George Washington University; Ed.D., University of St. Thomas

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Associate Professor and W.R. Holland Chair of International Business and Finance, 2007
B.A., University of California, San Diego; M.A., Ph.D., University of California, Los Angeles

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B.S., Mary Washington College; Ph.D., San Diego State University and University of California, Davis

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Instructor of Nursing, 2004
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B.A., Instituto de Filosophia Ciencias y Lectras; M.A., Michigan State University; M.Phl, New York University

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Assistant Professor of Art, 2005
B.A., M.A., McGill University, Montreal, Canada; D.Phil., Oxford University, Oxford UK

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Charles A. Dana Professor of Psychology and Professor of Psychology, 1994
B.A., Indiana University of Pennsylvania; M.A., Florida Atlantic University; Ph.D., Florida International University

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Vice President for Academic Affairs and Professor of Business Administration, 2007
B.A., Depauw University; M.S., New York University; Ph.D., Edinburgh University, Scotland

William K. Cody
Dean of the Presbyterian School of Nursing at Queens University of Charlotte and Professor of Nursing, 2005
B.S., New York University; M.S.N., Hunter College of the City University of New York; Ph.D., University of South Carolina, 2005

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Instructor of Nursing
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Assistant Professor of History, 2004
B.A., Rutgers University; Ph.D., College of William and Mary

Steven Cox
Associate Professor of Business Administration, 2006
B.S., Northwestern University; M.B.A., Northern Illinois University; PhD., University of Nebraska

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B.A., Winthrop University; MA, MFA, McNeese State University

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Professor of Art, 1971
B.S., New York University; M.A., Indiana University; M.F.A., University of Massachusetts

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President of the University and Professor of Management, 2000
B.A., University of Florida; M.B.A., Southwest Missouri State University; Ph.D., University of Tenessee

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Assistant Professor of Biology, 2006
B.S., M.S., University of Louisville; Ph.D., University of Illinois at Urbana-Champaign

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B.S., Appalachian State University; M.S., College of Charleston

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B.S., Presbyterian College; Ph.D., Medical University of South Carolina

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Knight-Crane Chair in Communication and Assistant Professor of Communication, 2006
B.A., M.A., The American University in Cairo, Egypt; PhD., Southern Illinois University at Carbondale

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B.M., M.A. Ph.D., The University of Iowa

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B.S.N., M.S.N., University of North Carolina at Charlotte

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Dana Professor of Business Administration and Economics, 1981
B.B.A., M.A., Ph.D., University of Oklahoma

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B.B.A., Siena College; J.D., Albany Law School; Certified Public Accountant

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Instructor of Physical Education, 1989
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Carolyn G. and Sam H. McMahon Professor of Environmental Science and Associate Professor of Environmental Science, 1998
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Associate Professor of Physical Education, 1964
B.S., Appalachian State University; M.Ed., University of North Carolina at Chapel Hill

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Assistant Professor of Environmental Science and Chemistry, 2006
B.S., University of Minnesota Twin-Cities St. Paul; M.S., Kansas State University; Ph.D., University of Georgia

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Professor of Computer Information Systems, 2000
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Instructor of Music, 1984
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APPENDIX I

Title II of the Higher Education Act Federal Report Information

Federal Law requires that all teacher education programs report the following information:

Queens Teacher Education Program Information

1. Total number of students enrolled during 2005-2006 academic year in all teacher preparation programs: 232
2. Number of student teachers during academic year 2005-2006: 48
3. Number of supervising faculty who were:
    - Appointed full-time faculty in professional education: 5
    - Appointed part-time faculty in professional education, not otherwise employed by the institution: 2
    - Total number of supervising faculty for the teacher preparation program during 2005-2006: 2
4. The student/faculty ratio for student teaching: 24
5. Average number of hours per week required of student participation in supervised student teaching: 40
6. Total number of weeks of supervised student teaching required is 14.
7. Total number of hours required is 560 hours.

All Queens University of Charlotte Teacher Preparation Programs are approved by the National Council for Accreditation of Teacher Education and the North Carolina Department of Public Instruction.

Queens University of Charlotte PRAXIS II pass rates for the cohort 2004-2005 academic year

Required Test	# Testees	# Passed	Queens % Passed	*NC % Passed
Elementary Education	45	45	100%	96%

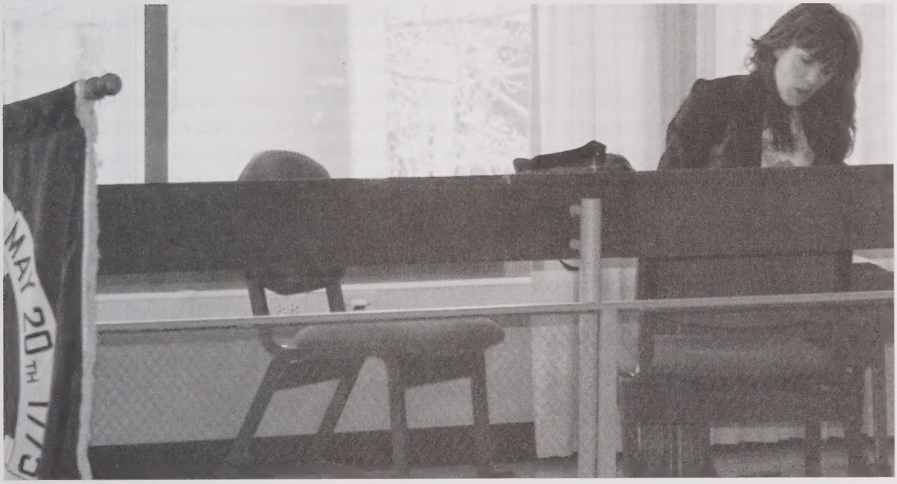
**pass rate for North Carolina*
***to protect confidentiality of student records, pass rates based on fewer than ten test takers are not printed*

In keeping with Queens University of Charlotte's liberal arts focus, undergraduate elementary education majors complete two planned teaching specialty areas among the following: language arts, science, social studies, mathematics, and psychology. Undergraduate students pursuing secondary license fulfill the requirements for an academic major in biology, English, history, mathematics, social studies, French or Spanish. They complete the required education coursework as a concentration. All undergraduate students seeking licensure student teach during the last semester of their senior year.

In addition to the undergraduate program, Queens University of Charlotte offers a Masters of Arts in Teaching (MAT), a Masters of Education in Literacy (M.Ed.) and secondary licensure in selected academic areas.

On both the undergraduate and graduate level, students and professors have close professional relationships. Classes are small; assignments are authentic; technology integration is part of every methods course. All education programs at Queens require early and frequent field experience in a variety of classrooms in Charlotte Mecklenburg Schools (CMS). Because of the excellence of Queens' reputation, all licensed teachers are currently offered contracts in CMS.

Evidence of Queens' mission "to provie educational experiences that transform students' lives and foster personal and professional success," is apparent in all education programs.



APPENDIX II

Important Dates from the 2008-2009 Academic Calendars

The complete official academic calendar, the ASN short session dates, and Summer Term calendar can be found on the Registrar's web page: *www.queens.edu/registrar.*

UNDERGRADUATE PROGRAMS

FALL TERM

Undergraduate Classes Begin	Mon Aug 25
Labor Day Holiday	Mon Sep 1
Fall Break	Oct 16-18
Thanksgiving Break	Nov 23-30
Classes end	Tue Dec 10
Reading Day	Wed Dec 11
Examination period	Dec 12-18

SPRING TERM

Classes begin	Mon Jan 12
Martin Luther King Holiday	Mon Jan 19
Spring Break	Mar 8-15
Easter Holidays	Apr 10-11
Classes end	Mon Apr 27
Reading Day	Tue Apr 28
Examination period	Apr 29-May 5

GRADUATE PROGRAMS

FALL TERM

Classes Begin	Tue Sep 2
Last day to ADD a class	Wed Sep 10
Last day to DROP a class	Wed Sep 17
Last day to withdraw from a course	Wed Oct 29
Thanksgiving Break	Nov 23-30
Classes end	Mon Dec 9
Reading Day	Tue Dec 10
Examination period	Dec 11-17

SPRING TERM

Classes begin	Fri Jan 16
Martin Luther King Holiday	Mon Jan 19
Last day to ADD a class	Mon Jan 26
Last day to DROP a class	Mon Feb 2
Spring Break	Mar 8-15
Last day to withdraw from a course	Tue Mar 17
Easter Holidays	Apr 10-11
Classes end	Mon Apr 27
Examination period	Apr 28-May 4

Commencement Week May 5-9

APPENDIX III

Queens University of Charlotte

Student Complaint Policy

Queens University of Charlotte is committed to providing an educational climate that is conducive to the personal and professional development of each individual. In order to ensure that commitment, the University has developed procedures for students to pursue grievances within the university community, should such action become necessary.

A student who has an unresolved disagreement or dissatisfaction with a faculty or staff member, another student, student group or administrator has the right to file a written complaint without prejudicing his or her status with the University.

Definition

A complaint involves a concern, problem or issue other than a disciplinary measure. (The appropriate response to a disciplinary measure which is deemed unfair or excessive, or dissatisfaction with a grade, or progression, probation, or dismissal from a program, is an appeal, not a complaint. Appeals are made through established university procedures.)
Complaints may be academic or nonacademic.

- An Academic Complaint may be brought by a student regarding the University's provision of education and academic services affecting his/her role as a student. Academic grievances can include but are not limited to the following types of allegations: discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment; failure of a faculty member to follow university policies in the conduct of classes or examinations; or capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance. The student must have first attempted to resolve the issue by approaching the faculty member, and then the faculty member's dean, before filing a written complaint.
- A Nonacademic Complaint may be brought by a student regarding a disagreement or unresolved dissatisfaction with a faculty or staff member, another student, student group or administrator. Nonacademic grievances can include but are not limited to the following types of allegations: issues regarding sexual harassment, discrimination or an alleged infringement upon the rights or sensibilities of an individual by a university employee, student or student organization. The student must first have attempted to resolve the issue by approaching the person(s) involved, and then the appropriate dean or supervisor, before filing a written complaint.

Disability Discrimination

Any student who believes that a University employee has discriminated against him/her due to a disability should file a grievance with the Manager of Student Disability Services within ten days from the date of the alleged incident. For the complete process and policy information see http://www.queens.edu/studentlife/resources/disabilitygrievance.asp.

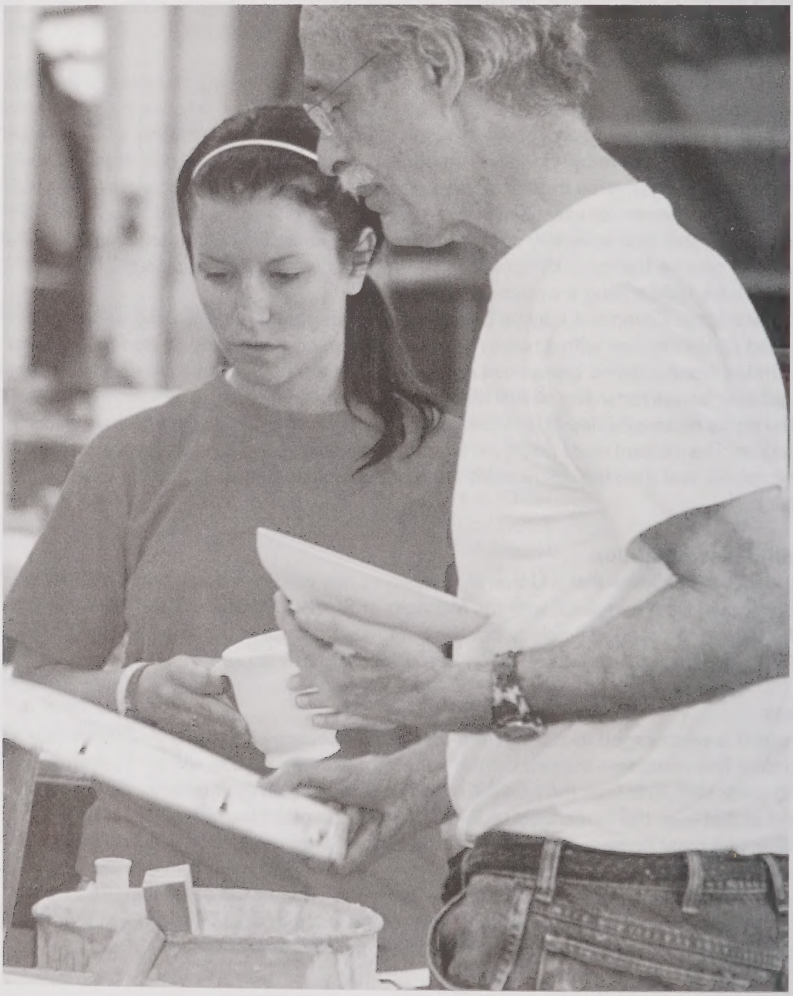
Process

The student is encouraged to attempt and resolve all grievances at the lowest possible level. The student first discusses the problem or complaint with the person whose decision or action is being contested, and then the person's dean or supervisor. If the grievance cannot be resolved at that level the student can submit a formal complaint in writing.

A complaint must be based on a claimed violation of a university rule or policy that has not resolved through ordinary processes. Any student who brings a complaint has the burden of proof and must provide documentation and evidence to support the allegation. A complaint should normally be filed within 10 working days of the incident or incidents. (Note: This policy does not limit the University's right to change rules, policies or practices.)

The student should put his or her grievance in writing according to the following guidelines: What is the grievance? Identify it. What are the grounds for the grievance? Explain the basic justification for it based on a claimed violation of a university rule or policy. How would you like to see it resolved? What do you want done?

- For academic grievances (other than disability issues) the student will submit the complaint in writing to the Vice President for Academic Affairs. The Vice President for Academic Affairs will ensure that the complaint receives a timely response. The student may appeal the response in writing to the President of the University within 10 days. The results of complaints appealed to this level are final and may not be further appealed. The Vice President for Academic Affairs will keep on file a record of each complaint, its nature and resolution.
- For non-academic grievances (other than disability issues), the student will submit the complaints in writing to the Dean of Students. The Dean of Students will ensure that the complaint receives a timely response. A record of each complaint, its nature, and resolution, will be forwarded to the Academic Affairs office. Students in the traditional undergraduate program should see also http://www.queens.edu/studentlife/handbook/honorcode.asp#ResolutionCP.



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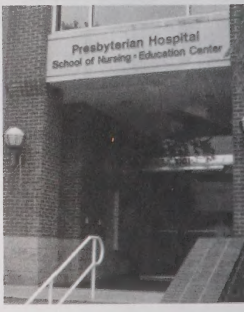
Campus Map

Queens buildings and facilities located off campus:

Providence Place

Marion Diehl Sports Complex

5th St. Nursing Camp



PARKING

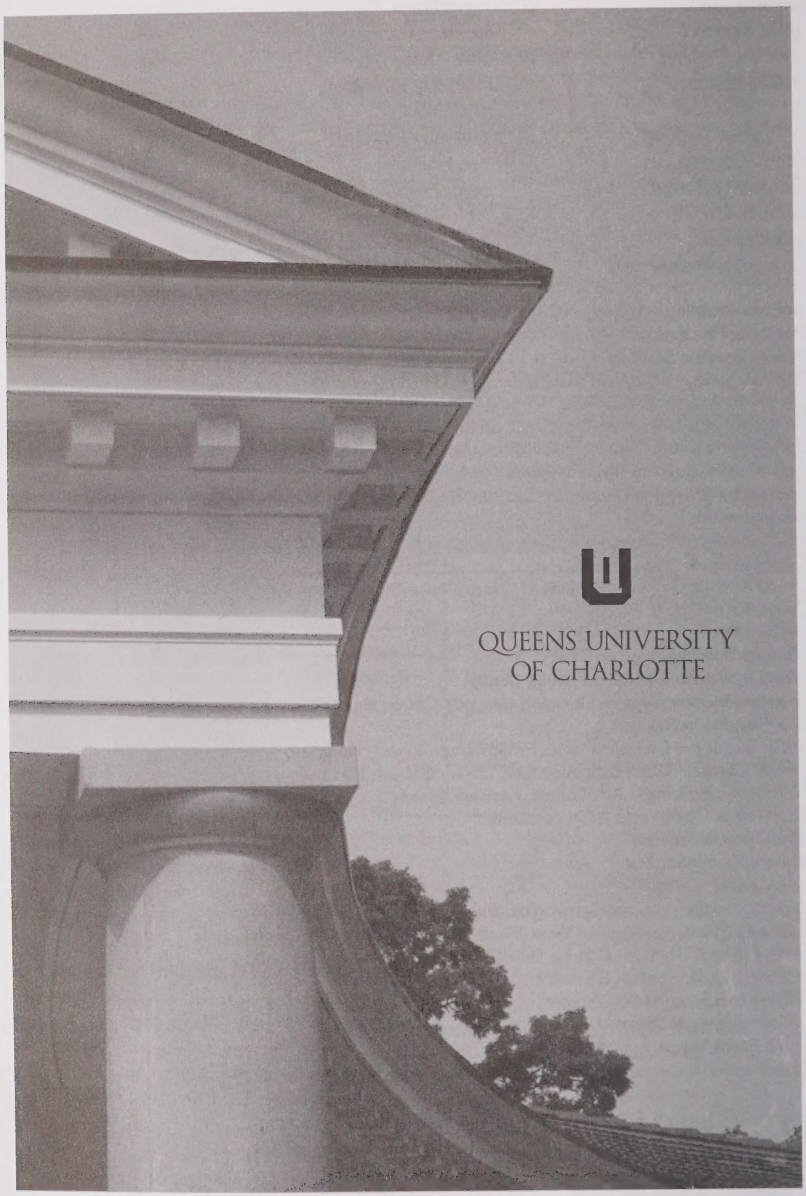
A Library Circle
Resident Parking
B Radcliffe Lot
Univ. Permit /
Visitor Parking
C Burwell Circle
Reserved and
Visitor Parking
D Withers House Lot
University Permit
E Fine Arts Ctr. /
Wellesley Lot
University Permit
F Greek Row
University Permit
G Parking Deck
Resident Parking
H Auxiliary Lot
University Permit
I Sports Lane
University Permit
K Hayes Hall Lot
Resident Parking

1. McEwen Building – Core, John Belk International Program, CAS Dean's Office, Master of Fine Arts
2. Walker Science Building – Science Lab, Dickson Computer Lab, IT
3. Dana Building – EMBA & PMBA Programs, DeWitt Computer Classroom, Center for Academic Success, School of Communication, Leadership Charlotte, Computer Lab, Center for Faculty Excellence, Recording Studio
4. E.H. Little Fine Arts Center – Dana Auditorium, Suzanne Little Recital Hall
5. Morrison Hall (adjoins Trexler Student Center) – Frances Young Dining Room, Mail & Service Center, The Lion's Den, Student Life, Student Activities, Residence Life
6. Tillet Building – Sculpting and Ceramics Lab

7-9. Greek Lodges

10. Ovens Athletic Center – Basketball Court, Dance Studio, Pool, Weight Room
11. Carpenter's Shop
12. Heating Plant
13. Campus Services
14. Wireman Residence Hall – Fitness Center
15. Wallace Residence Hall – Common Grounds Coffee House
16. Belk Residence Hall
17. Stultz Building – Campus Police, Presbyterian School of Nursing
18. Everett Library – CRC, Language Lab, Library Catalog Computers
19. Watkins Art Building – Art Studios, Faculty Offices
20. Blair House – Internship & Career Center
21. Hayes Residence Hall
22. Albright Residence Hall
23. Belk Chapel
24. Jernigan Building – Union Theological Seminary, School of Education, Business Office, Registrar's Office, Student Financial Services, Dean's Suite
27. Trexler Student Center – Claudia Belk Dining Room, Student Lounge, Jazzman's Café, Student Bookstore
28. Charles and Jane Hadley Theater
29. Lou Jones Tennis Courts
30. Evans Clock Tower
31. Sykes Learning Center – McColl School of Business, Sykes Auditorium

1830 Harris Welcome Center – Traditional Undergraduate Admissions
1900 Burwell Hall – President's Office, Academic Affairs, Facility Rentals, Facilities Planning, Development, Marketing & Community Relations, McInnes Parlors, Finance & Administration, Enrollment Management Campus Planning & Services, Alumni Programs & Annual Giving, Advancement, Finance, Vandiver Conference Room
2025 Withers House – Admissions Office for Hayworth Evening Programs
2038 President's House (2038 Roswell Avenue)
2322 Wellesley House – Health & Wellness Center
2328 Barnhardt Hall – Residence Hall, ELS Center, Athletic Offices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